DOCUMENT RESUME

ED 251 674 CE 040 290

AUTHOR	Ellis, C. S.
TITLE	The Promotion of Literacy in South Africa: Numbers and Distribution of Literate Black Adults. Report TLK/Lit 2.
INSTITUTION	Human Sciences Research Council, Pretoria (South Africa).
REPORT NO	ISBN-0-86965-867-0
PUB DATE	82
NOTE	108p.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Adult Education; *Adult Literacy; *Black Population Trends; *Blacks; Census Figures; Data Analysis; Educational Research; Foreign Countries; *Illiteracy; Literacy Education; *Trend Analysis
IDENTIFIERS	Africa (South); *South Africa

ABSTRACT

Literacy trends among Black adults in the Republic of South Africa and in some Black states in southern Africa were determined from data obtained from population census reports from 1946 to 1970. Problems concerning the determination of literacy statistics included differing definitions of literacy and data that were subjective, difficult to compare, and unreliable. During the period studied, there was an increase in literacy which amounted to about one percent per annum. Literacy tended to be higher in urban areas than in rural areas and higher in white areas than in Black states. In urban areas the percentage of literate women was higher than that of literate men; the position was reversed in the rural areas. For the total Black population literacy among men was slightly higher than among women. Literacy was higher among lower age groups. The biggest increase in literacy was also in the lower age groups and among males. The promotion of literacy among all the identified groups was recommended. (Twenty-two tables and six graphs are appended.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Report TLK/Lit 2

ED251674

The promotion of literacy in South Africa: numbers and distribution of literate Black adults

C.S. Ellis

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

A J Venter

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE040290

Pretoria
Human Sciences Research Council
1982

C.S. Ellis, B.A.(Hons), Researcher, HSRC

Institute for Research into Languages and the Arts

Director: Dr K.P. Prinsloo

ISBN 0 86965 867 0

Ook in Afrikaans verkrygbaar

Price: R4,50
(GST included)

© Human Sciences Research Council 1982
All rights reserved

Printed by: V&R Printing Works

PREFACE

It is generally accepted that one of the characteristics of a nation's level of development is its level of literacy. The population of the Republic of South Africa consists of different groups at different levels of development and with different levels of literacy. When the level of literacy of the various population groups is considered, it is clear that the Blacks are the worst off in this respect.

In a multiracial country such as South Africa it is essential for communication between the different groups to be as effective as possible. Illiteracy is a considerable obstacle to communication and should be eliminated as far as possible.

The Human Sciences Research Council, as a body which concerns itself with the development and utilization of the potentialities of the inhabitants of the country, has inevitably become involved in the issue of literacy. A Division for Literacy Research was established in 1978, and has undertaken several research projects in this field. One of these projects involves ascertaining the level of literacy of the total population of the RSA with specific reference to the level of literacy of the Blacks, which is the subject of the present report. The report should be of value, among other things, in the planning of educational programmes.

K.P. PRINSLOO
DIRECTOR

CONTENTS PAGE

OPSOMMING/SUMMARY

CHAPTER

1 INTRODUCTION AND OBJECTIVES 1

1.1 Introduction 1

1.2 Statement of the problem 2

1.3 Purpose of the project 2

1.4 Method of investigation 2

1.5 Course of the investigation 2

1.6 Explanation of some concepts 3

1.6.1 Urban and rural 3

1.6.2 Black states 5

1.6.3 Literacy in different languages 5

1.6.4 Economically active and not economically active 6

1.6.5 Home language groups 6

2 PROBLEMS CONCERNING LITERACY STATISTICS 7

2.1 Introduction 7

2.1.1 Problems concerning the determination of literacy statistics 7

2.1.2 Availability of data 9

2.1.3 The reliability of census data 9

2.1.4 Comparability of data 10

2.1.5 The value and use of data 10

2.2 The definition of literacy in determining the level of literacy of a population 11

2.2.1 Different approaches and problems 11

2.2.2 Criteria for literacy in South African population censuses 14

2.3 Further background against which data should be seen 15

2.3.1 Sources of literacy data in the report 15

2.3.2 Age and literacy statistics 16

2.3.3 Age unspecified 17

2.3.4 Literacy unspecified 18

2.3.5 Differential literacy trends 18

CHAPTER		PAGE
3	TRENDS AND DISTRIBUTION OF LITERATE BLACK ADULTS IN THE RSA AND BLACK STATES	19
3.1	Introduction	19
3.2	Numbers and distribution of literate Black adults according to the question on literacy in population censuses	19
3.2.1	Literacy and regional differences (Urban compared with rural)	19
3.2.2	Literacy and language differences	20
3.2.3	Literacy and sex differences	22
3.2.4	Literacy and age differences	23
3.2.5	Literacy and age cohorts	24
3.3	Numbers and distribution of literate Black adults according to the question on educational qualifications	26
3.3.1	Educational qualifications and regional differences (White areas compared with Black states)	26
3.3.2	Educational qualifications and language differences	27
3.3.3	Educational qualifications and sex differences	27
3.3.4	Educational qualifications and age differences	28
3.3.5	Educational qualifications and work status (economically active compared with not economically active)	29
3.4	Differences between literacy statistics in population censuses and educational qualifications (Standard three and higher)	31
3.5	Projection graph	33
3.5.1	Relationship between increase in population and literacy	33
3.5.2	A literacy figure for South Africa?	34
3.5.3	Comparison of literacy figures for South Africa with those for the rest of the world	34
4	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	37
4.1	Summary	37
4.2	Conclusions	38
4.3	Recommendations	42

PAGE

BIBLIOGRAPHY 44

APPENDIX - TABLES 47

TABLE NUMBER

1 The number of literates in a Bantu language: 10 years and older, according to area, age and sex 1946 47

2 The number of literates in English: 10 years and older, according to area, age and sex 1946 48

3 The number of literates in Afrikaans: 10 years and older, according to area, age and sex 1946 49

4 The number of literates in a Bantu language: 10 years and older, according to area, age and sex 1951 50

5 The number of literates in English: 10 years and older, according to area, age and sex 1951 51

6 The number of literates in Afrikaans: 10 years and older, according to area, age and sex 1951 52

7 The number of literates in any language: 10 years and older, according to area, age and sex 1951 53

8 The number of literates in any language: 15 years and older, according to area, age and sex 1960 54

9 The number of literates in any language: 15 years and older, according to area, home language and sex 1960 55

10 The number of literates in any language: 10 years and older, according to area, age and sex 1970 56

11 The number of literates in any language: 15 years and older, according to area, age and sex 1970 57

12 The number of literates in any language: 15 to 54 years of age, according to area, age and sex 1970 58

13 The number of literates in any language: 15 years and older, according to area, home language and sex 1970 59

14 Literacy according to age cohorts during 1960 and 1970 according to area, age and sex 60

15 The total number with Standard three and higher: 15 years and older, according to area, age and sex 1970 61

16 The number of economically actives with Standard three and higher: 15 years and older, according to area, age and sex 1970 62

TABLE NUMBER PAGE

17 The number of not economically actives with Standard three and higher: 15 years and older, according to area, age and sex 1970 63

18 The total number with Standard three and higher: 15 years and older, according to area, home language and sex 1970 64

19 The number of economically actives with Standard three and higher: 15 years and older, according to area, home language and sex 1970 65

20 The number of not economically actives with Standard three and higher: 15 years and older according to area, home language and sex 1970 66

21 Comparisons between literacy and school qualifications (Standard 3 and higher) according to sex and age for the years 1960 and 1970 67

22 Comparisons between literacy and school qualifications (Standard 3 and higher) according to sex and age 1970 68

APPENDIX - GRAPHS

GRAPH NUMBER

1 Increase in the number of literates and illiterates in the population 10 years and older 69

2 Increase in the number of literate and illiterate males 10 years and older 70

3 Increase in the number of literate and illiterate females 10 years and older 71

4 A comparison between literacy and Std 3 and higher (total population 15 years and older) 1970 72

5 A comparison between literacy and Std 3 and higher (males 15 years and older) 1970 73

6 A comparison between literacy and Std 3 and higher (females 15 years and older) 74

OPSOMMING

In hierdie verslag word die geletterdheidstendense aangetoon soos wat dit van 1946 tot 1970 voorgekom het onder die volwasse Swart bevolking in die Republiek van Suid-Afrika en enkele Swart state in Suider-Afrika. Gegewens uit die bevolkings-sensusopnames is hoofsaaklik hiervoor gebruik.

Daar was gedurende hierdie tydperk 'n toename in die persentasie geletterdheid, wat neergekom het op 'n styging van ongeveer 1 persent per jaar. Geletterdheid het in 'n groter mate voorgekom onder die stedelike bevolking as onder die nie-stedelike bevolking en ook meer in die Blanke gebiede as in die Swart state. In die stedelike gebiede was daar groter persentasies geletterdes onder die vroue as onder die mans, terwyl die posisie in die nie-stedelike gebiede net die omgekeerde was. Vir die totale Swart bevolking het geletterdheid in geringe mate meer by die mans as die vroue voorgekom. Geletterdheid kom ook meer voor onder die jonger ouderdomsgroepe en die grootste styging het ook onder hierdie groepe plaasgevind.

Verskeie faktore kon tot die verskille in persentasies vir geletterdheid onder die afsonderlike groepe wat in hierdie ondersoek geïdentifiseer is, bygedra het. So kon groter voorsiening van onderriginrigtings, bewuswording van die noodsaaklikheid van onderrig en die herindeling van gebiede, 'n rol gespeel het. Ten spyte daarvan dat daar faktore is wat verskille in persentasies geletterdheid onder die verskillende groepe veroorsaak, kan geletterdheidsbevordering onder al die geïdentifiseerde groepe aanbeveel word.

SUMMARY

This report shows the tendencies in literacy from 1946 to 1970 among adult Blacks in the Republic of South Africa and a few independent Black states in Southern Africa. The basic information used was drawn mainly from population censuses.

During this period there was an increase in literacy which amounted to about one per cent per annum. Literacy tended to be higher in urban areas than in rural areas and also higher in White areas than in Black states. In urban areas the percentage of literate women was higher than that of literate men. This position was reversed in the rural areas. For the total Black population literacy among men was slightly higher than among women. Literacy is also higher among the lower age groups. The biggest increase in literacy was also in these groups.

Several factors could have contributed to the differences in the percentages of literates among the different groups which were identified in this research. Among these factors, one may identify an increase in the number of educational institutions, consciousness of the need for education, and the reclassification of urban and rural areas. In spite of these factors that cause differences in the percentage of literates in the different groups, the promotion of literacy among all the identified groups can be recommended.

CHAPTER 1

INTRODUCTION AND OBJECTIVES

1.1 INTRODUCTION

The HSRC is at present conducting a comprehensive literacy research programme. One of the main objectives is the establishment of a scientific basis for future planning for the promotion of literacy. In order to understand the problem of illiteracy in South Africa it is essential to know its extent; the present project is an important part of the overall research programme on literacy.

1.2 STATEMENT OF THE PROBLEM

The level of literacy in the Republic of South Africa is not the same in the different population groups. While the literacy figure for the White population is probably close to one hundred per cent, the population census (Educational Data, 1970) indicates that this is not the case in any of the other population groups, and that the Black population has the lowest level of literacy.

Although this project has been concerned with determining the trends and distribution of literacy among Black adults, it is not only these "figures" that are of importance. They also give an indication of related factors that play a role as either consequences or causes of the low level of literacy. It would therefore be of relevance to determine the influence of some of these factors such as the urbanization, Westernization and modernization of Blacks in the Republic, the rapid and sustained increase in the Black population and the provision of educational facilities.

In a project of this nature problems related to the definition of literacy, methods of determining literacy, the reliability of data and their availability are bound to arise. In the Republic of South Africa, composed as it is of different racial groups at different levels of development, it would for example be difficult to do a comparative study in respect of literacy - one of the reasons being that literacy data are not collected according to a fixed pattern. For example since 1946 literacy data have only been collected for Black population groups. The question on literacy used in census data is based on a minimum level of literacy. The quality of literacy in the population groups at

different levels of development cannot be determined.

1.3 PURPOSE OF THE PROJECT

The purpose of the first part of the project is to determine literacy trends among Black adults in the Republic of South Africa and in some Black states in Southern Africa.

1.4 METHOD OF INVESTIGATION

For the purpose of the investigation data were obtained mainly from the existing literature on the subject. Data obtained from population census reports were reproduced in processed form. An attempt has been made to present the data in such a way that comparisons and deductions may be made. Different tables in the reports have been added for this purpose and figures are given as percentages.

1.5 COURSE OF THE INVESTIGATION

For the purpose of the investigation it was necessary to clarify some general problems concerning literacy statistics.

These problems, discussed in Chapter 2, include the availability of relevant data; their reliability; whether they can be compared and what they can be used for. Ways of defining literacy as well as the criteria for literacy used in the South African censuses are given. The background against which the data should be seen is also discussed.

In Chapter 3 there is a discussion of the differences in and the distribution of literacy among the two sexes and the different language and age groups in the different areas with the aid of tables and graphs. The relation between the increase in population and the increase in literacy is also discussed briefly with the aid of a graph. The question then arises as to whether a single figure can indicate the total situation in South Africa. This "figure" is compared with that of other countries.

The last chapter consists of a summary of the data, with conclusions and recommendations.

A second report contemplated in this connection will consist of a brief historical

background and analysis of literacy statistics. The possible cause of and influence on literacy trends by the factors mentioned under 1.2 will be investigated and discussed in this report.

1.6 EXPLANATION OF SOME CONCEPTS

1.6.1 Urban and rural

Literacy statistics are presented in most tables for urban and rural areas. These terms are used in the same way as they were used at the time of the different surveys.

The following quotations in connection with the terms urban and rural are cited for the different census surveys from different reports:

(i) "For the purposes of previous population censuses in South Africa up to and including the census of 1946, 'urban area' was defined as an area with known boundaries and some form of legally constituted local authority. Thus, all cities, towns and villages so constituted, irrespective of size of population or of status of local authority, were classed as urban. All other areas, including identifiable and urbanized concentrations of population detached or adjacent to areas under the jurisdiction of local or urban forms of government, even though they had place names, were classified as rural. The urbanized areas outside a city or town were designated 'rural suburbs'."

1946 (Report No. 02-02-01 Urban and Rural Population of South Africa 1904 to 1960.)

(ii) "Urban areas. - At previous censuses, only those towns and villages which had some form of urban local government constituted under any law, such as municipal councils, village management boards, health committees, etc., were classified as urban, and all other areas were classified as rural. For the 1951 census, however, it has been decided to extend the definition of 'urban' to include two other types of area, not having any form of local government, but which are considered sufficiently urban in character. These are the outlying suburbs of the larger towns, designated sub-urban areas, and the larger villages,

designated quasi-urban townships.

Rural areas. - The whole area outside the jurisdiction of the various urban areas is classified as rural. This area consists chiefly of farms and Native reserves, but also includes the small villages, designated rural townships, which are considered too small, or not sufficiently urbanized, to be classified as urban."

1951 (Report on the census of the Population of the Union of South Africa, 8th May, 1951, Volume VI - Languages and Literacy.)

(iii) "From the date of the 1960 census all areas with a population of 500 and over, with or without any form of local authority, were classified as urban with the following exceptions:

(a) All suburban areas, irrespective of size of total population, were classified as urban.

(b) Well-established small towns with a population of less than 500 were classified as urban if the towns had a number of the usual urban amenities.

(c) Areas with a population of more than 500 persons were classified as rural, if they were predominantly rural in character."

1960 (Report No. 02-02-01 Urban and Rural Population of South Africa 1904 to 1960.)

(iv) "For purposes of the 1970 Population Census 'urban' can be described as follows:

(a) All cities and towns with some or other form of local management.

(b) Areas of an urban nature, i.e. areas with urban amenities (water, electricity, etc.), but without some or other form of local management. Mainly industrial and mine townships such as T.N.C./Albion Tavistock in Bethal district, Nucam in Ermelo district, Blesbok Collieries, Blinkpan Collieries, Douglas Collieries, Hendrina Power-station, Koornfontein Collieries and Springbok Collieries in Middelburg (T) district, etc.

All other areas can be described as 'rural'."

1970 (Geographical distribution of the population. Report No. 02-05-10.)

It should therefore be kept in mind that the changes in the descriptions of urban and rural areas may have an influence on the data in connection with the level of literacy of sub-groups of the population.

1.6.2 Black States

The text of this report refers to Black states. All these Black states are situated inside the geographic borders of the Republic of South Africa and were formerly known as "Bantu homelands". During the 1970 population census none of these states had yet been granted independence by the RSA. Since 1970 three of them have become independent republics, namely Transkei, Bophuthatswana and Venda. The other areas which have not yet become independent are currently known as self-governing Black states.

The data of the 1970 population census that are used in this report are of such a nature, however, that separate figures cannot be supplied for the different areas. References to the Black states therefore include all the areas formerly known as "Bantu homelands".

1.6.3 Literacy in different languages

No literacy figures are given in the 1946 census for literacy in "any language". Persons may be literate in one or more languages. Blacks who are literate will probably be literate in a Bantu language, but possibly in Afrikaans and/or English as well. Some may be literate in Afrikaans and/or English, but not in a Bantu language. The figures for literacy in Afrikaans and English cannot therefore summarily be added to those for literacy in a Bantu language.

When the literacy figures for 1951 are studied, it is noticed that the literate Black was mainly literate in a Bantu language. (Compare Tables 4 and 7. The difference between literacy in a Bantu language and in "any language" was only 0,77%.)

Since no figures for literacy in "any language" are given for 1946, and since the

difference between literacy in any language and literacy in a Bantu language was so small during 1951, the figures for literacy in a Bantu language during the 1946 census are regarded as being for "any language" for the purpose of this report.

1.6.4 Economically active and not economically active

The terms "economically active" and "not economically active" used in the 1970 population census are also used in this report. These terms are not defined anywhere in the census reports. During an interview with an official of the Department of Statistics on 11 June 1980, the terms were defined as follows in the context of the 1970 population census reports:

Economically active: All persons in the age group 15 to 64 who either had an occupation or were unemployed but seeking employment. Persons under the age of 15 and over 64 who had an occupation also fell in this group.

Not economically active: All persons who neither had an occupation nor were seeking employment, for example housewives, pupils, students, vagrants and persons who were unable to work. Persons under the age of 15 and over the age of 64 who were seeking employment also fell in this group.

1.6.5 Home language groups

In this report the Black population group is divided into different language groups on the basis of the persons' home language. These languages are referred to as "Bantu languages". Wilhelm Bleek was the first person to use this term to describe the languages spoken by the indigenous population of the central and southern areas of Africa. He devised this particular term because he had found that the word Abantu, which means people or the people, occurred in virtually all the languages spoken in Central or Southern Africa (Murphy, 1974). The term has been retained in this report since it also occurred in the population census reports on which this report is based.

There are also differences in the spelling of the different home languages, for example Shangaan, which is used in this report, Shangana and currently also Changaan. The use of the term "Seshoeshoe" could possibly cause confusion. It is also known as Southern Sotho.

CHAPTER 2

PROBLEMS CONCERNING LITERACY STATISTICS

2.1 INTRODUCTION

2.1.1 Problems concerning the determination of literacy statistics

Various methods can be used to determine the level of literacy of a population. The method used is usually closely linked to the definition of literacy. Definitions often differ from area to area and even from one survey to the next. When different literacy figures are compared, it is essential to consider the criteria for literacy used to obtain each figure.

No matter which method is used, data in connection with the level of literacy of a population remain subjective, difficult to process and difficult to compare with those of other populations. Two authors can be quoted in this connection. Bormuth (1973): "the fact is that we have not yet analysed what is meant by literacy and then devised appropriate methods for measuring it" (3, p.13) and Jeffries (1967): "Indeed all statistical information on this subject is extremely difficult to assess, because different countries apply different minimum standards, and whatever standard is adopted, the question whether particular individuals do or do not attain to it is not easy to answer without more detailed enquiry than a census enumerator is usually in a position to conduct" (9, p.10-11).

Literacy figures were previously obtained from marriage registers and military documents, but both these sources are unsatisfactory. In the first place only the minimum requirement for literacy, to write one's name, is used as a criterion, and in both cases only a limited part of the population is involved.

The most common way in which a population's literacy is determined, is to include a question on literacy in a general population census. The Committee of Experts for the Standardization of Educational Statistics (Unesco, 1957) recommends the following methods (32, p.27):

(a) A total count in a general population census by including one of the following questions:

1. a direct question on literacy, or

2. an indirect question on the number of years successfully completed at school;

(b) Sampling surveys in which

1. either a direct or indirect question is asked as in the case of the census, or

2. a literacy test, which can be compiled by each individual country, is administered;

(c) An approach based on either

1. a school census, or

2. regular school statistics.

The use of different methods on the same groups of persons to determine their level of literacy often leads to different results. The answer to a question concerning a person's literacy in a census will therefore not always correlate with his educational qualifications. The reason is that not everyone who can read and write attended school and not everyone who attended school can read and write.

The ideal would be to administer a literacy test. However such a test does not yet exist in South Africa and until such a test is available we shall be dependent upon figures obtained from censuses or other surveys.

In America Nafziger et al (1975) conducted a project to evaluate currently available measuring instruments for measuring functional adult literacy. They found that the testing of adult literacy is a developing field in which a wide range of instruments of varying quality is used. There are also very few instruments specifically designed to test literacy among adults (11, pp. 99-100).

Other sources that could be traced indicated that tests were aimed mainly at the testing of children's reading. Although tests for reading thus exist, they chiefly concern the testing of children. Where these tests have been developed by organizations in other countries they are adapted to local circumstances. Many adaptations would have to be made in order to make these tests applicable to South Africa.

2.1.2 Availability of data

The value and meaning of a figure depicting an aspect of human existence can be increased and more meaningfully interpreted if a trend can be indicated. It is therefore essential that data on the subject should be available over a long period of time.

Data concerning the literacy of the total Black population in South Africa which are available periodically over a number of years, are those in the population censuses. Information regarding Black literacy in South Africa was collected for the first time during the 1946 population census (13, p.iv), and can also be obtained from the 1951, 1960 and 1970, censuses.

2.1.3 The reliability of census data

Coles (1976) says in this connection: " ... the quality of these statistics is of major consequence for policy and programme decisions at all levels. Because a central aim of these statistics is to inform us of how well we are dealing with social problems, faulty statistics may seriously inflate or deflate these problems, thereby misdirecting the attention and resources given to solve them" (4, p.47).

Wherever census data are used, it has to be borne in mind that they are not absolutely reliable in all instances for a variety of reasons such as overenumeration, underenumeration or inaccurate reporting as already mentioned by UNESCO in 1953. Criteria for literacy are not always interpreted in the same way. The census enumerator is usually dependent on the respondent's self-evaluation, and the answers are often dependent on the enumerator's opinion, in which case subjectivity can play a role (30, pp. 10-11).

With reference to the question on literacy in South African population censuses and their accuracy, the following statement from the 1951 population census is taken as a guideline: "For the purposes of this report literacy is defined as the ability to read and write any language. Those who can only read, are regarded as illiterate ...", and,"Although persons who are able to read only are not regarded as literate, a question in this connection has nevertheless been included in the questionnaire, one of the reasons being to elicit more accurate replies regarding literacy" (14, p.viii). Questions on literacy were asked in virtually the same way throughout (see 2.2.2)

and the above quotation can be applied to the other surveys as well.

With regard to the interpretation of literacy statistics, UNESCO (1977) reminds the reader that "they are usually based on selfenumeration (rather than on literacy tests) and that the borderline between illiterate and literate is much hazier than between other types of educational conditions (e.g. no schooling and some schooling)" (31, p.1.).

2.1.4 Comparability of data

It is often difficult to compare data concerning different surveys. Criteria for literacy, tabling of data, different ages or grouping of age groups and the language in which a person is literate, differ from one survey to another.

The criteria for literacy in the South African censuses present no problem when comparisons are made. The main problem in comparisons concerns the age groups for which literacy figures are indicated. In 1946 and 1951 a ten year age grouping was used. In 1960 people were classified into three age groups only, namely 0 to 14 years, 15 to 24 years and 25 years and older, while a five year age grouping was used in 1970.

Although the questions concerning literacy were essentially the same in all the surveys, they did differ in respect of the language in which a person is literate. Literacy data are given for different languages in the respective census reports. In the 1946 census figures are indicated separately for literacy in a Bantu language, Afrikaans and English, in 1951 figures are given for literacy in a Bantu language, Afrikaans, English and "any language", in 1960 and 1970 figures are only given for literacy in "any language".

Although data cannot always be compared, some comparisons and deductions can be made.

2.1.5 The value and use of data

In spite of limitations, literacy data obtained from census surveys are nevertheless significant. The figures can give an indication of a population's level of educational

development and can thus form a basis for the planning of literacy and other educational programmes.

All the statistical data furnished in this report were obtained (as already mentioned) before Transkei, Bophuthatswana and Venda were granted independence. The data in this report can therefore also be used by the newly independent Black states for planning purposes.

2.2 THE DEFINITION OF LITERACY IN DETERMINING THE LEVEL OF LITERACY OF A POPULATION

2.2.1 Different approaches and problems

In order to determine the literacy level of a population, it is essential to formulate a criterion for literacy. It is also essential that when the results of different surveys are compared the comparison is made on the basis of the same criterion. Much has been written on the definition of literacy, but agreement on what literacy really is has not yet been reached.

Carol and Lars Berggren (1974) have the following to say about the definition of literacy: "the issue of defining literate and illiterate is indeed both problematic and controversial. There is no unitary means that can be used for the whole world population, and that will adequately define those who are literate and those who are not" (2, p.23).

A simple dictionary definition of literacy is the: "ability to read and write" (12, p.459). However this definition is very vague and can result in different interpretations. What should a person who is literate be able to read and how well should he be able to write? How are persons classified who can only read, or who can read and write but do not understand what they read and who can hardly write anything besides their name? Where is the dividing line drawn between literacy and illiteracy, or should there be a continuum between the two poles? Any definition of literacy is subject to alteration and should be seen in its social and historical context. Thus a definition of a few decades ago will have many deficiencies today and the literacy standards will be much higher in a developed country than in a developing country.

P. du Sautoy (1966) points out that: "Definitions may well vary in detail from country

to country, depending upon the countries' existing social and educational patterns, and upon the different needs of urban and rural life. As a result, no single qualitative definition can be devised for all countries since the levels generally required in everyday life at present vary so widely" (5, p.15). In connection with this S. Gudschinsky (1962) writes: "In order to know what type of literacy material to prepare first, the worker must take into consideration the status of literacy in his community" (7, p.8).

Although there is no agreement on the meaning of literacy, many authors agree that different meanings can be attached to the term under different circumstances. Bormuth (1973) puts it as follows: "Rather each definition must be defined for the purpose to which it is to be put, and its correctness may be judged only in terms of how well it serves that purpose" (3, p.19).

Definitions in census surveys are usually relatively simple and clear and are based on the minimum level for literacy. In spite of this, differences occur as a result of what is understood by the minimum level. No figure can therefore be accepted with absolute certainty and literacy statistics should be regarded with circumspection. The Population Commission of the United Nations (UNESCO, 1957), in an attempt to improve the comparability of census surveys in different countries, recommended that literacy should be defined as the "ability both to read and to write a simple message in any language" (32, p.19). It was also recommended in 1958 (UNESCO, 1977) that illiteracy should be defined as follows for the purpose of population censuses: "A person is illiterate who cannot with understanding both read and write a short simple statement on his everyday life" (31, p.12). Fisher (1980) points out that there is an increasing tendency to use the definition contained in UNESCO'S "Revised Recommendation concerning the International Standardization of Educational Statistics" of 1978, which reads as follows: "a person is literate who can with understanding both read and write a short simple statement on his everyday life" (6, p.99).

Literacy is often measured in terms of a particular number of years completed at school. This method has the advantage that it makes it easy to determine a population's level of literacy.

However this method is seriously open to criticism. How many years at school will make a person literate? Does this mean that a person who has attended school for a few years is literate, or is it only an indication that such a person attended school? If the number of years is used as a criterion, it is not always possible to compare the

figures of one country with those of another as the quality of education varies from country to country. Further criticism against this method is that literacy figures can be adapted arbitrarily by changing the required number of years at school (Hillerich, 1976).

The number of years at school that is used as a criterion for literacy varies considerably in definitions: UNESCO'S criterion for literacy is four years: the Census Bureau and the United States Defence Force require five years, while the Education Department of the United States requires four to eight years (8, p.51).

F.E. Auerbach (1970) gives various reasons why the standard requirement of four years is insufficient to indicate literacy among Blacks in South Africa. For a start, there have been periods when Black pupils spent fewer hours at school in the four year lower primary course as a result of double sessions. Because of double sessions the required number of school hours for four years was only made up by June during the fifth year at school. (This situation will of course have a continuing influence on the determination of literacy statistics.) In addition the following factors make it unlikely that Blacks would be literate after only four years: the effectiveness of teaching is influenced by the limited provision of staff and their poor qualifications, which in turn are determined by the amount of money spent on education. The third factor involves the time spent studying the mother tongue, the language in which they are taught to become literate. He also mentions the fact that, in comparison with White children in South Africa, Black children tend to suffer from malnutrition, have a background which contributes relatively little to their formal education, and have a limited supply of textbooks and stationery available to them.

For the purpose of this report the following definition is used: An adult literate is a person of 15 years and older who can either read and write in any language or has successfully completed five consecutive years at school.

To determine the number of literates the results of the question on literacy in the population census are used for the first part of the definition, while the results of the question on the level of education are used for the second part. These data are then compared.

It should again be emphasised that the number of literates can only be indicated approximately when calculated according to any of the methods mentioned above.

As a result of the various factors that can influence these methods and the fact that there is no general and uniform definition of literacy, figures should perhaps be regarded as giving a general indication of a population's level of literacy rather than an exact one.

2.2.2 Criteria for literacy in South African population censuses

It has already been noted that the Population Commission of the United Nations (UNESCO, 1953) recommended in 1948 that for the purpose of a census, literacy should be defined "as the ability both to read and to write a simple message in any language" (30, p.13).

The following questions on literacy were asked in the various South African population censuses used in this report:

1946: LITERACY - Make a cross (X) in the applicable space. There are three language possibilities, namely English, Afrikaans and a Bantu language. With regard to each language a choice can be made from "read and write", "only read" and "none".

1951: LITERACY - Make a cross (X) in the applicable space. There are three language possibilities: Any Bantu language, English and Afrikaans. With regard to each language a choice can be made from "read and write", "only read" and "none".

1960: LITERACY IN ANY LANGUAGE - Make an (X) in the applicable space. Choose from "read and write", "only read" and "none".

1970: LITERACY IN ANY LANGUAGE - Make a cross (X) in the applicable space (see instruction C9). Instruction C9 reads as follows: Indicate with a cross (X) whether the person can read or write any language. Choose from: "read and write", "only read" and "none".

In the 1960 and 1970 censuses questions in connection with the level of education were asked. The questions were as follows:

1960: LEVEL OF EDUCATION

(1) State highest school standard passed.

(2) State any degree, diploma or certificate, or part thereof, obtained (specify).

1970: LEVEL OF EDUCATION - See Instruction B9.

(1) State highest school standard passed.

(2) State any degree (university), diploma or certificate obtained (specify).

Instruction B9 reads as follows:

LEVEL OF EDUCATION

(Item L)

Part (1) of this question must be completed in respect of all persons (including scholars).

A certificate which is the equivalent of a school standard (e.g. senior certificate, junior certificate) must not be entered against part (2) of the question. (Instructions for the filling in of forms, Census - Wednesday, 6 May 1970, Republic of South Africa, Form 14, p.2.)

On comparing the criterion for literacy in the South African population censuses with the criterion recommended by UNESCO, it is apparent that not quite the same criterion is used. In the case of South Africa, for example, it does not specify what or how well a person should be able to read to be regarded as literate. As a result no indication with regard to the quality of literacy can be obtained. It is also difficult to draw such conclusions from the data concerning education owing to the various factors that could have an influence (see 2.2.1). Another factor that could influence the quality of literacy is the time that has passed since a person achieved literacy and also whether he has in the meantime practised the literacy-related skills. He may still regard himself as literate while he has, in fact, long since lost proficiency in these skills.

2.3 FURTHER BACKGROUND AGAINST WHICH DATA SHOULD BE SEEN

2.3.1 Sources of literacy data in the report

Data used in the report were obtained from census reports. These reports were published on the authority of the Department of Statistics in Pretoria. A variety of other sources were also consulted, as indicated in the list of references.

2.3.2 Age and literacy statistics

When the number of literates in the total population or in a particular population group is calculated, it should be done from a particular minimum age. The main reason for this is that up to a particular age most people have not had the opportunity to become literate and can therefore not be included in literacy statistics. According to F.E. Auerbach the minimum age for the inclusion of children in the calculation of literacy figures, should be at least that age when they have received sufficient schooling to be considered functionally literate. The minimum age for the Black child in South Africa in this respect is 13 years according to Auerbach's calculations.

The choice of a specific minimum age in determining literacy statistics can also influence the result. The percentage of literates calculated for the group from the age of 10 years can be higher than that calculated for the group from the age of 15 years or even vice versa. This could be ascribed to the fact that a particular group had more or fewer opportunities and therefore had proportionally more or fewer literates.

For purposes of comparison it is also desirable to have a uniform level of age according to which the number of literates is calculated. In most countries these figures are calculated for the adult part of the population from the age of 15 years (1, p.11).

In the determination of a specific age Fischer can be quoted when he says: "Age 15 is generally regarded as a suitable threshold for the measurement of adult illiteracy, since relatively few persons would become literate through the regular school system after they have attained the age of 15 years" (6, p.102).

In an analysis of an increase in literacy it is better for planning purposes to analyze the different generations of the population rather than to give a single figure for the total population. The UNESCO Expert Committee on Standardization of Educational Statistics has recommended that the population be divided into different age groups, for example 5 or 10 year groups (UNESCO, 1957) as well as into urban/non-urban groups (UNESCO, 1977). With regard to the division the recommendation was as follows:

"1 Literacy status should be classified according to the following groups:

- literates and illiterates, subdivided, where appropriate, into
- semi-literates and full-illiterates;

2 Each of these groups should be classified by sex and by the following age groups: 10-14, 15-19, 20-24, 25-34, 35-44, 45-54, 55-64, 65 and over;

3 Where possible, the age group 10-14 could be broken down into single years;

4 Where the detailed age groups given above cannot be adopted at least the following groups should be separated: 10-14, 15-44, 45-64, 65 and over" (32, p.29).

In the present report all data are given for the various age groups where possible. The report deals with literacy figures for the population of 15 years and older. However as a result of the tabulating of the 1946 and 1951 census data, figures for the 10 to 14-year-olds are included. For purposes of comparison figures for this group for 1970 are also given in this report.

In an analysis of literacy figures it would be significant to determine the increase in literacy for groups of persons born during the same period of time. As a result of the difference in time between population censuses and the way in which data on age are presented, it is impossible to determine these data over a long period. However an attempt has been made to do so on a broad basis for 1960 and 1970.

2.3.3 Age unspecified

In the calculation of literacy figures for a population from a specified minimum age, those persons whose ages are unspecified are treated differently in different countries. UNESCO (1953) points out that the inclusion or exclusion of this group can cause differences of up to 0,3%. For practical reasons they consider the inclusion of this group in the processing of literacy data from a minimum age limit as justifiable. However it is required that the minimum age should not exceed 15 years (30, p.24).

Persons whose ages are unspecified (as indicated in census surveys) are included in the processing in this report, the reason being that figures for literacy for 1946 and

1951 are calculated from 10 years and from 15 years for 1960, which fulfils the requirement for inclusion. In no case was the group larger than 0,4% of the total population and the influence on the literacy figures for the total population was minimal.

2.3.4 Literacy unspecified

Those who did not answer the question on literacy are often indicated in census surveys. Usually the figure is not large enough to influence the processing of data. If these persons are divided proportionally among the literate and illiterates, the data are not influenced at all. However when the figure is considerable, the problem is not so easily solved. For example, as indicated by UNESCO (1957) in the French 1946 census report there were more persons whose literacy status was unspecified than there were illiterates (32, p.30).

Therefore it seems logical that these cases can be excluded from the processing in both the total population and the number of illiterates and literates. If the number of unspecified persons is considerable, it should be indicated.

In this report persons whose literacy status is unspecified, are excluded from the processings: therefore percentages for literacy are based on the number of reported literates and illiterates. The reason for this is that the most important information concerning these people, i.e. whether they are literate or not, is lacking. A proportional division in this connection would not have influenced the data as the percentage of unspecified literates was not nearly as high as the percentage of illiterates. (The number of literacy unspecified persons is given in the census surveys of 1946 and 1960. In 1946 this figure varied between 1,3 and 3,3% for the population 10 years and older for the three languages on which literacy was based, and in 1960 this figure was 1,8% for the population 15 years and older.)

2.3.5 Differential literacy trends

Trends in literacy vary for different groups of the same population. For example it is a general phenomenon that literacy figures are higher for a younger generation than for an older generation, higher for men than for women and higher for urban areas than rural areas. Sometimes deviations in these general patterns occur. In this respect these differences and also those deviations that are generally accepted, are indicated.

BEST COPY AVAILABLE

CHAPTER 3

TRENDS AND DISTRIBUTION OF LITERATE BLACK ADULTS IN THE RSA AND BLACK STATES

3.1 INTRODUCTION

In this chapter literacy among adult Blacks is discussed in accordance with the two criteria for literacy mentioned in 2.2.1. The answers to the question on literacy as given in the census reports are discussed in 3.2 and the answers to the question on educational qualifications in 3.3. The differences in the answers concerning these two types of criteria for literacy are discussed in 3.4. Chapter 4 gives a few possible explanations for the differences in literacy between the different groups.

3.2 NUMBERS AND DISTRIBUTION OF ADULT BLACK LITERATES ACCORDING TO THE QUESTION ON LITERACY IN POPULATION CENSUSES

3.2.1 Literacy and regional differences (urban compared with rural)

When a comparison is made of the percentages for literacy of the total population above a particular age in urban and rural areas, the following is observed:

a. The percentage of literates in the urban population is higher than in the rural population (cf. tables 1-13).

b. In both areas (urban and rural) there was an increase in the percentage of literates. From 1946 to 1970 the percentage of literates in rural areas nearly doubled (21,65% in 1946 and 42,01% in 1970), while the increase in the percentage in urban areas was 55% on the percentage in 1946 (45,12% in 1946 and 70,11% in 1970). However, the difference between the percentage of literates in the two areas increased; for example in 1946 the difference was 23,47% and in 1970 it was 28,10% (cf. tables 1; 4; 7; 8; 10 and 11).

c. In urban areas there was a larger percentage of literates among females than males, with the reverse being the case in rural areas (cf. tables 1-8 and 10-12).

d. The differences in percentages between literate males and females were larger

in urban areas than the differences in percentages between literate males and females in rural areas (cf. tables 1-8; 10; 11).

e. The difference between the percentage of literate males and females in both areas was smaller than the difference between the percentages for the totals in urban and rural areas (cf. tables 1-8; 10; 11).

f. The difference in percentages between literate males in urban areas and literate males in rural areas was smaller than the difference between literate females in these two areas (cf. tables 1-8; 10; 11).

g. Literacy increased more rapidly among the males in urban areas than among the males in rural areas (cf. tables 1-8; 10; 11).

3.2.2 Literacy and language differences

If the level of literacy of the different Black language groups is compared, the following is revealed:

a. Literacy among the different language groups was unequally distributed. The Tswana-speaking group had the highest percentage of literates, while the Venda-speaking group had the lowest percentage. Between these two groups the descending order of percentages for the rest of the language groups was as follows during 1970: Seshoeshoe, Xhosa, Zulu, Sepedi, Swazi, Ndebele and Shangaan (cf. table 13).

b. Although the Venda had the lowest percentage of literates in 1970, literacy increased most rapidly among them during the period 1960-1970 (22,02% in 1960 and 33,95% in 1970). The smallest increase was among the Tswana-speaking group (49,23% in 1960 and 58,42% in 1970) (cf. tables 9 and 13). However this difference in increase is not very large.

c. A comparison between the males and females of the different home language groups in urban and rural areas reveals a difference in the pattern of the total population above 15 years. In the urban areas in 1970 the males of the Swazi, South Ndebele, Seshoeshoe, Shangaan, Venda and North Ndebele groups had a higher percentage of literates in their ranks than the urban females of these groups.

In 1960 only the Swazi and Ndebele males revealed higher percentages of literates in urban areas than the females of the same language groups.

In 1960 and 1970 the rural females of the Xhosa, Zulu, Seshoeshoe and Tswana groups had a higher percentage of literates than the males of these groups. For the total Black population above 15 years only the Xhosa and Tswana females had higher percentages of literates than the males of the same groups (cf. tables 9 and 13).

d. Literacy increased more rapidly among the males than the females in all urban areas in all groups except the Venda. In the total Ndebele group (divided into North and South Ndebele in 1970) the percentage increase in literacy in the urban areas was also higher among the females than the males. In rural areas there was also a higher increase among males than females, except in the case of the Seshoeshoe, Tswana and other South African Blacks. The difference in the increase in the percentages of literates between males and females was smaller in rural areas than in urban areas (cf. tables 9 and 13).

e. With the exception of the Shangaan and Venda females, the percentage of literates increased more rapidly among the other groups of females in rural areas than among females of the same language groups in urban areas. The Xhosa, Zulu, Ndebele, Sepedi and Venda males in rural areas also showed a higher increase in literacy than was the case with the males of these groups in urban areas (cf. tables 9 and 13).

The following deductions can be made in respect of the literacy of the different language groups in 1970 (cf. table 13):

f. In the urban areas the Tswana group had the highest percentage of literates (76,39%) and the Venda the lowest percentage of literates (56,71%). The Xhosa with 44,53% was the group with the highest percentage of literates in the rural areas and the South Ndebele the group with the lowest percentage of literates, namely 21,94%. In rural areas the Tswana had only 0,55% fewer literates than the Xhosa.

g. The urban Tswana females with 78,10% had the highest percentage of literates

among males and females, urban and rural. The group with the lowest literacy percentage was the rural Venda females with 16,75%.

h. In the urban areas the Seshoeshoe males with 74,88% had the highest percentage of literates among the males. However there was only a small difference between them and the Tswana males who had 74,59%. The Tswana in the urban areas had the highest percentage of literate females, namely 78,10%. In the urban areas the groups with the lowest percentages for literacy were among the males the Shangaan (58,90%) and among the females, the Venda (44,68%).

i. In the rural areas the groups with the largest percentage of literates were the Venda males (47,75%) among the males and the Tswana females (47,33%) among the females. The South Ndebele males with 27,67% and the Venda females with 16,75% literates were the groups with the lowest percentages for literacy.

j. The difference between the highest and the lowest percentages for literacy in the different home language groups, was in the case of the males, in both urban and rural areas, smaller than the difference between the highest and lowest literacy for the females. In the urban areas the difference for the males was 15,98% and 33,42% in the case of the females. In the rural areas this difference was 20,08% for the males and 30,58% in the case of the females.

3.2.3 Literacy and sex differences

When males and females are compared in terms of literacy, the following differences emerge:

a. More males are literate than females. In a comparison between the percentage of literate males and females of the total population of 10 years and older of 1946, 1951 and 1970, and the males and females of the total population of 15 years and older of 1960 and 1970, it is clear that the differences are small. The largest difference in the percentage of literate males and females was during 1970 when the difference was 3,52% in favour of the males. The smallest difference between males and females was during 1960, namely 0,92% (cf. tables 1; 4; 7; 8; 10; 11).

b. In the urban areas more females than males are literate, while the percentage of

literates in the rural areas is slightly higher in the case of the males (cf. tables 1; 4; 7; 8; 10; 11).

c. Since 1946 literacy has increased more rapidly among the males in both urban and rural areas. In 1946 in the population group 10 years and older in the urban areas there was a difference of 11,5% in favour of the females in respect of the percentage of literates. This difference decreased to 6,5% in 1970. The literacy percentage in 1946 in the rural areas was only 0,6% higher among the males and increased to 2,08% in 1970 (cf. tables 1 and 10).

3.2.4 Literacy and age differences

In a comparison of the level of literacy of the different age groups, the following phenomena are revealed:

a. The highest percentage of literates occurs in the ten to nineteen and the twenty to twenty-nine groups. Then there is a decrease for every subsequent age group (cf. tables 1; 4; 7; 10).

b. During 1970 the females in the ten to nineteen group had the highest percentage for literacy (63,63%) among the females. The males in this and the twenty to twenty-nine group with nearly the same percentages (60,51% and 60,45% respectively) had the highest percentages for literacy among the men (cf. table 10).

c. The females in the ten to nineteen group in both urban and rural areas in all the surveys from 1946 to 1970 had the highest literacy percentages among the females. The urban females in this age group had throughout (for males and females, urban and rural) the highest percentage of literates (cf. tables 1; 4; 7; 10).

d. In the case of the males, the ten to nineteen group in the urban areas had the highest percentage of literates in all the surveys. In the rural areas the twenty to twenty-nine group had the highest literacy percentages in 1946 and 1951, while the ten to nineteen group had the highest percentage of literates in 1970 (cf. tables 1; 4; 7; 10).

e. There was an increase in literacy in all the different age groups. The ten to nineteen-year-olds showed the largest increase. From 1946 to 1970 the increase in the literacy percentage for this group was 32,06%. The increase in percentage for each subsequent age group was smaller than for the previous groups (cf. tables 1 and 10).

f. In the urban areas the males of the ten to nineteen, the twenty to twenty-nine and the thirty to thirty-nine groups revealed larger increases in the percentage of literates than the females of these groups. With regard to the older age groups the increase in each age group was higher among the females. In the rural areas and in the total population at issue here, the males in the ten to nineteen and the twenty to twenty-nine groups had larger increases in literacy percentages than the females in these age groups, while the females in the older age groups had larger increases in the percentage of literates than the men in these groups (cf. tables 1 and 10).

g. The literacy percentage was higher for the urban females in all the age groups below fifty than for the males of the same groups. For fifty and above the literacy percentage was higher for the males. In the rural areas the literacy percentage was higher among the females than among the males in the age groups below thirty years. For the total population of ten years and older only the females in the ten to nineteen group had a higher percentage of literates than the males (cf. tables 1; 4; 7; 10).

h. The differences in the literacy percentage between males and females of the different age groups was the smallest in the twenty to twenty-nine group. The differences between males and females increased for each subsequent group (cf. tables 1; 4; 7; 10).

3.2.5 Literacy and age cohorts

As a result of the different age divisions used in the various surveys, it is difficult to draw up a table in which the progress in respect of literacy in specific groups can be followed over a long period of time. However such a table (cf. table 14) was drawn up on the basis of the 1960 and 1970 census reports. The age classification in the 1960 data was however very rough and it is only possible to distinguish three groups. They are the nil to fourteen, the fifteen to twenty-four and the twenty-five and older groups of 1960, which became the ten to twenty-four, the twenty-five to thirty-four and the thirty-five and older groups of 1970.

When the totals of the different groups of 1960 are compared with those of the same groups ten years later, one would expect the numbers to have decreased on account of mortality. However, in some groups there seem to have been more in 1970 than in 1960. These differences could be ascribed to a possible under-enumeration in 1960 or an over-enumeration in 1970.

A comparative study of the increase in literacy percentages in the different age groups indicates that:

a. The largest increase in the percentage of literates occurred among those who were in the nil to fourteen group during 1960. In this category urban females showed the largest increase in literacy (55,54%), while the urban males in the same age group showed an increase of 50,21%. In the rural areas the increase was nearly the same for both the males and the females in this age group (39,13% for the males and 39,82% for the females). The fact that the largest increase in the literacy percentage took place in this age group was possibly because most persons in this group had still not attended school during 1960 and because most of them had received their first schooling in the period 1960 to 1970.

b. In the total population the increase was relatively smaller in each older age group. The increase in the two older groups was larger among the males than the females, although the increase among the ten to twenty-four group was nearly the same for both sexes.

c. The increase in the percentage of literates among the males in the urban areas was also smaller for each older age group. In the rural areas the males showed smaller increases in the older groups although the increase in the thirty-five and older group was larger than the increase in the twenty-five to thirty-four age group.

d. With reference to the literacy percentage among the females in urban areas, both older age groups revealed a decrease in the percentage of literates. However the decrease was slightly larger for the middle group. There was also a decrease in the percentage of literates in the rural areas in the twenty-five to thirty-four group. The thirty-five and older group of females showed a small increase in the percentage of literates.

e. A comparison between the percentages of literates of the total female population of 1960 and 1970 reveals that the decrease in the percentage of literates in the middle age group and the increase in the percentage of literates that occurred separately in the two types of areas can possibly be ascribed mainly to the rezoning of areas and internal migration.

These data according to age cohorts clearly revealed that the percentage of literates

showed the largest increase among the youngest age group and little or no increase in subsequent age groups.

3.3 NUMBERS AND DISTRIBUTION OF LITERATE BLACK ADULTS ACCORDING TO THE QUESTION ON EDUCATIONAL QUALIFICATIONS IN THE POPULATION CENSUSES

In this section the educational data of the 1970 population census are discussed. Some comparisons between the 1960 and 1970 data are also shown in Table 21.

3.3.1 Educational qualifications and regional differences (White areas as opposed to Black states)

When the educational qualifications of the Black inhabitants in White areas are compared with those of the Black populations in the Black states the following is revealed (cf. table 15):

a. Educational qualifications are disproportionally distributed among them. Blacks in White areas had 4,4% more persons with Standard three or higher qualifications among them than those in the Black states (White areas: 37,60% compared with the Black states: 33,20%). The males in the areas mentioned do not differ much from each other in respect of percentages for Standard three and higher. The males in the White areas had a percentage of 35,94, while those in the Black states had a percentage of 35,75. The females in the White areas had a lead of about 8% with regard to those with Standard three and higher over the females in the Black states. The percentages were 39,57 and 31,78 respectively in 1970.

b. In the Black states the males in the age groups below 25 years had larger percentages with Standard three and higher than the males in the White areas. The females in the Black states in the age groups below 19 years had higher percentages than those in the White areas.

c. In White areas the females in each age group below 55 years had larger percentages with Standard three and higher than the males. In the Black states the percentages in each age group above 18 years were, however, higher among the males than among the females in the different age groups.

3.3.2 Educational qualifications and language differences

If the different language groups are compared in respect of persons with Standard three and higher, the position was as follows in 1970 (cf. table 18):

a. The language group that had the largest percentage with Standard three and higher was the Tswana with 43,86%. The Venda group was, as in the case of literacy, the group with the smallest percentage of persons who had Standard three and higher, namely 23,61%. This low percentage for the Venda could largely be ascribed to the low educational qualifications of the females. The Venda males with 36,54% were graded fourth in the ranks of the men with Standard three and higher qualifications (only 4,29% less than the Tswana males). The Venda females, on the other hand, had 13,95%. This was 32,63% less than that of the Tswana females who had a percentage of 46,58.

b. The language groups, arranged in order from the highest to the lowest percentage in respect of persons with Standard three and higher qualifications, revealed the same order as for literacy, except for the Shangaan and South Ndebele groups who exchanged places. These groups did not differ much in respect of both the percentages for literacy and the percentages for those with Standard three and higher qualifications. The literacy percentage for the Shangaan was 37,47 and for the South Ndebele 36,69. In respect of percentages for Standard three and higher qualifications the Shangaan had 24,85% and the South Ndebele 24,89%.

3.3.3 Educational qualifications and sex differences

When the percentages for males and females with Standard three and higher of the total population of 15 years and older are compared, it appears that there was a difference of only 0,37% between them in 1970. The males had 35,87% and the females 35,50% (cf. table 15).

It also appears that:

a. In the different age groups below 20 years the females had a slight lead over the males with regard to the percentages of persons with Standard three and higher qualifications. In the twenty to twenty-four group the percentages for those with Standard three and higher were nearly the same for both sexes, namely 47,46%

for the males and 47,61% for the females. The males in each age group above twenty-four years had larger percentages of persons with Standard three and higher than the females above twenty-four.

b. In the White areas the females had a lead over the males with regard to persons with Standard three and higher (females 39,57% and males 35,94%), while the males in the Black states had a larger percentage of persons among them with Standard three and higher than the females (males 35,75% and females 31,78%). The differences in qualifications between the males and females in respect of the total population older than 15 years were thus 3,63% in favour of the females in the white areas and 3,97% in favour of the males in the Black states.

c. The difference in percentage in respect of persons with Standard three and higher between males and females belonging to the different language groups, was much larger than the difference between the males and females of the total population. The largest difference occurred in the White areas between the males and females of the Venda group, namely 13,34% in favour of the males. (The smallest difference between the males and females in the White areas in respect of persons with Standard three and higher, was that between the males and females of the Seshoeshoe, namely 0,26%). In the Black states the differences between the males and females of the Shangaan and Venda groups, were also considerably larger than the differences between the males and females of the other language groups. In the case of the Shangaan there was a difference of 29,60% and in the case of the Venda 27,77%. In both cases the differences were in favour of the males. (The smallest difference in the Black states was between the males and females of the Tswana group, namely 1,58%.)

3.3.4 Educational qualifications and age differences

Educational qualifications decrease with an increase in age. If the different age groups with educational qualifications of Standard three and higher are compared, the following is revealed (cf. table 15):

a. For the total population of 15 years and older, the fifteen to nineteen group had the largest percentage of persons with Standard three and higher, namely 48,64%. There was no marked difference between this group and the twenty to twenty-four group with 47,54% in respect of the educational qualifications mentioned. However

for each subsequent age group there was a sharper decrease in percentages.

b. When the percentages for persons with Standard three and higher are compared separately for males and females of the different age groups, the same pattern occurs with the females as with the total population. The fifteen to nineteen group of females had the largest percentage among the females with Standard three and higher, namely 50,45%, while the twenty to twenty-four group of females had 47,61%. Subsequently the females also showed a more rapid decrease from one age group to the next. In the case of the males the percentage only increased from the fifteen to nineteen group with a percentage of 46,67 to the twenty to twenty-four group which had 47,46% persons with Standard three or higher in its ranks. However this increase is very slight. After the slight increase the males also showed a decrease in each older age group.

c. In White areas the percentage for persons with Standard three and higher only increased for both males and females from the fifteen to nineteen group to the twenty to twenty-four group, after which a decrease occurred. In the case of the men the increase was from 43,04% to 46,65% and in the case of the females it was from 48,53% to 50,82%. In the Black states the fifteen to nineteen group (both sexes) had the largest percentage of persons with Standard three and higher, after which there was a decrease in each subsequent age group.

3.3.5 Educational qualifications and workstatus (economically active compared with not economically active)

In a comparison of the totals of the economically active (further reference: EA) groups and those not economically active (further reference NEA) groups of the population for the category 15 years and older, there was a difference of only 1% with regard to persons with Standard three and higher qualifications. The EA group had 36,04% and the NEA group had 35,04% (cf. tables 16 and 17). Further comparisons between tables 16 and 17 reveal that:

a. There were larger differences in respect of educational qualifications when males and females of the two groups are compared separately. The males in the EA group had 33,31% with Standard three and higher, while the males in the NEA group had 50,86% with these educational qualifications. There was thus a difference of 17,55% in favour of the NEA group of males. The EA group of females had 40,75% persons with

Standard three and higher and the NEA group of females had 31,50%. This represents a difference of 9,07% in favour of the EA group of females. The difference between the two groups of females was thus smaller than the difference between the two groups of males. It was furthermore also in the case of the females that the EA group had the larger percentage in respect of better educational qualifications, while the NEA group of males had the larger percentage among the males.

b. When comparisons between the EA and the NEA groups in the White areas and those in the Black states are separately made, the same pattern as for the total population is noticed. In both types of areas the NEA group of males had larger percentages of persons with Standard three and higher than the EA group of males. The difference between the two groups of males was 16,86% in the White areas (the NEA group had 51,26% with educational qualifications of Standard three and higher and the EA group had 34,40%), and the difference in the Black states was 19,85% (the NEA group had 50,58% and the EA group 30,73%).

In the White areas the difference between the two groups of females was 9,10% (the EA group of females had 43,47% persons with Standard three and higher and the NEA group of females had 34,37%). The difference in respect of percentages for persons with Standard three and higher between the two groups of females in the Black states was 6,02% (the EA group of females had 35,86% with Standard three and higher, and the NEA group of females had 29,84%).

In the case of the males there was a smaller difference between the two groups of males in the White areas than was the case in the Black states. In the case of the females there was a smaller difference between the two groups of females in the Black states than was the case in the White areas.

The differences in respect of percentages of persons with Standard three and higher, between the EA and the NEA groups of females in both the White areas and the Black states, were smaller than the differences in percentages between the EA and NEA groups of males in the two areas. In the White areas the difference between the EA and NEA groups of females was 9,10% and the difference between the EA and NEA groups of males was 16,86%.

In the Black states the difference between the EA and the NEA groups of females was 6,02% and the difference between the EA and NEA groups of males was

19,85%. Furthermore these differences, in both areas, were in favour of the EA group in the females and the NEA group in the males. The EA group of females had larger percentages of persons with Standard three and higher in each area than the EA group of males in each area. In the White areas the females had 43,47% persons with Standard three and higher and the males 34,40%. In the Black states the EA group of females had 35,86% and the EA group of males had 30,73%.

In a comparison of the percentages of persons with Standard three and higher in the NEA groups of males and females the situation was the reverse of what it was in the EA groups of males and females. These males NEA had larger percentages of persons with Standard three and higher in each area than the females of this group. In the White areas the NEA group of males had 51,26% persons with Standard three and higher and the NEA group of females had 34,37%. In the Black states the NEA group of males had 50,58% and the NEA group of females had 29,84% persons with these educational qualifications.

In both the White areas and the Black states the differences in percentages of persons with Standard three and higher among the males and females of the EA group were smaller than these differences between the males and females of the NEA group. In the case of the EA group the difference between the males and the females was 9,07% in the White areas and 5,13% in the Black states. These differences were in favour of the females in both areas. In the case of the NEA groups the difference between the two sexes in respect of the percentages of persons with Standard three and higher was 16,89% in the White areas and 20,74% in the Black states. These differences were in favour of the males in each case (cf. tables 16 and 17).

3.4 DIFFERENCES BETWEEN LITERACY STATISTICS IN POPULATION CENSUSES AND EDUCATIONAL QUALIFICATIONS (STANDARD THREE AND HIGHER)

When a comparison is drawn between the answers of the different age groups to the question on literacy in population censuses (the term literacy always refers to data obtained from answers to this question) and the educational qualifications Standard three and higher that are used as a criterion for literacy in this report, the following phenomena are noticed (cf. table 22 and graphs 4; 5; 6).

BEST COPY AVAILABLE

a. The literacy percentages in all age groups of both sexes were higher than the percentages of persons with Standard three and higher. For the total population there was a percentage difference of 14,41%. In the case of the males there was a larger difference between the percentage of literates and the percentage of persons with Standard three and higher than in the case of the females. For the males the difference in percentage was 16,10% and for the females 12,95%.

b. The difference in percentages of literates and percentages of persons with Standard three and higher decreased with increase in age. Among the fifteen to nineteen group, for example, the difference was 17,87% and among the fifty-five and older group it was 11,19%. There was a smaller variation in the differences between these percentages in the different age groups of the males than of the females. In the case of the males there was a decrease from the fifteen to nineteen group where the difference was 18,15% to the twenty to twenty-four group where it was 15,10%. The difference in percentages of this and the three following groups was virtually the same and a decrease in the difference between the two kinds of percentages was subsequently noticed only in the fifty-five and older group where it was 14,56%. In the case of the females there was a decrease in the percentages of literates and percentages of persons with Standard three and higher in each older age group. The difference in percentages of the fifteen to nineteen group, for example, was 16,77% followed by a regular decrease to a difference of 8,50% in the fifty-five and older group.

c. The percentages of literates decreased more rapidly with increase in age than the percentages of persons with Standard three and higher. The literacy percentages decreased from 66,55% for the youngest group to 25,61% (a difference of 40,94%) for the oldest group. The percentage of persons with Standard three and higher decreased from 48,68% for the youngest group to 14,42% (a difference of 34,26%) for the oldest group.

d. The decrease in percentages for both kinds of percentages occurred more rapidly in the different age groups of the females than in the males. The decrease in literacy percentages in the males was from 65,82% for the youngest group to 30,02% for the oldest group (a decrease of 35,8%) and in the females the literacy percentages decreased from 67,22% for the youngest group to 22,10% for the oldest group (a decrease of 45,12%). The decrease in percentages of persons with Standard three and higher from the youngest to the oldest group of males was from 46,67% to 15,46% (a decrease of

31,21%) and among the females the percentages decreased from 50,45% for the youngest group to 13,60% for the oldest group (a decrease of 36,85%).

3.5 PROJECTION GRAPH

3.5.1 Relation between increase in population and literacy

From 1946 to 1970 the Black population of 10 years and older increased by 4 557 071, with an average increase of about 190 000 per annum. The increase in the number of literates for these 24 years was 3 721 216 according to the question on literacy in population censuses, with an average increase of about 155 000 per annum.

In terms of percentages the literates constituted 27,52% of the population in 1946 and 51,76% in 1970 (Graph 1).

There was also an increase in the number of illiterates which, when averages are calculated for the periods 1946 to 1970, 1951 to 1970 and 1960 to 1970, was on average more than 30 000 persons per annum. However the increase in the number of illiterates was considerably smaller than the increase in the number of literates. This contributed to the percentage of illiterates decreasing from 72,48% in 1946 to 48,24% in 1970 which meant a relative rate of progress+ of 13,93% per decade. The relative rate of progress per decade from 1951 to 1970 was 15,89% which was more rapid than that for the period 1946 to 1970. From 1960 to 1970 the relative rate of progress for the Black population of 15 years and older was 16,40%.

When the increase in the number of literates is calculated as a percentage of the population, an increase of about 24% is revealed for the period 1946 to 1970. This reflects an average increase of 1% per annum. Literates are therefore gradually coming to constitute a larger percentage of the population. However, in spite of this increase in the percentage of literates in the population, the 100% level for literacy cannot be obtained unless the increase in the number of literates is accompanied by a decline in the increase of the number of illiterates.

+ Relative rate of progress $= \frac{\text{Decrease in percentage illiteracy}}{\text{Initial percentage illiteracy}} \times 100$

(UNESCO, 1953)

The joint figure for literacy for the adult Black population in the Republic of South Africa, the Black states and the three independent Black states, namely Transkei, Bophuthatswana and Venda, should be between 60 and 62% at the end of 1980 if the increase in the number of literates of the past 24 years is maintained. However there are various factors that could have influenced this figure positively, such as the provision of more educational institutions, the awareness of the Black population of the importance of training and the introduction of literacy programmes.

3.5.2 A literacy figure for South Africa?

The population of South Africa consists mainly of four different population groups. These groups do not constitute equal percentages of the total population. Furthermore these four groups are at different levels of development and literacy. It so happens that the largest group in the country is that group which, according to Western criteria, is least developed. If a single figure for literacy is calculated for the total population, this group (the Black population in South Africa) will have the biggest influence and will therefore cause a warped image of the level of literacy of all the other groups as a whole.

Among the various groups of the Black population there are also often large differences in the literacy percentages. For example in 1970 there was a difference of 29% between the urban and rural population and 6,5% between males and females in urban areas, while the percentages for males and females in rural areas did not vary much. There were also considerable differences between the different age groups.

From the foregoing it is obvious that a single figure for literacy in South Africa, unless qualified or explained, will not give a genuine indication of literacy in this country. For planning purposes it is also essential to indicate the literacy figures for the different groups. Such figures will help to ensure that attention is paid where it is most needed.

3.5.3 Comparison between literacy figures for South Africa and figures for the rest of the world

In a general survey of the problem of illiteracy during a congress held in Teheran in 1975, a UNESCO (1976) spokesman stated that it had always been difficult to determine the number of illiterates in a given country. This can partially be ascribed to the fact that figures are not always reliable and that figures for illiteracy in countries where

the percentage of illiterates is high, are either unavailable or incomplete. In those cases where such figures are available, they are often difficult to compare because of the various definitions of literacy.

At the conference the UNESCO spokesman also gave world illiteracy figures. The world figure for illiteracy among people 15 years and older decreased from 44,3% in 1950 to 39,3% in 1960 and 34,2% in 1970. In spite of this the number of illiterate adults increased to about 800 million. During 1970 Africa with 73,7% and the Arabic states with 73,0% had the highest percentages for illiteracy, followed by Asia with 46,8% and Latin America with 23,6%. In all four of the areas mentioned the percentages for illiteracy decreased by between 7 and 9% from 1960 to 1970.

From 1960 to 1970 the decrease in the illiteracy percentage for the total population in Africa was 7,3%. When the decrease in specific countries in Africa is studied (UNESCO, 1977) the decrease in the percentage of illiterates was considerably higher than the 7,3% of the total population of Africa. For example in Reunion there was a decrease of 23,5% from 1954 to 1967; in Tanzania there was a decrease of 18,6% from 1962 to 1967 and in Zambia a decrease of 18,8% from 1963 to 1969. In spite of these rapid decreases the illiteracy percentages were higher than 70% in these countries by the end of the periods mentioned, except those in Zambia (52,7%) and Reunion (37,1%).

With the exception of Botswana, Reunion, St Helena and the Seychelles, there were more literate males than females in all the areas in Africa. In general the decrease in the percentage of illiterates was also larger among the males.

The percentage of illiterates in the Black population of South Africa compares reasonably well with that of the population in the rest of Africa. During 1970 the illiteracy figure for the Black population of 15 years and older in South Africa, was 49,9%. The following countries had illiteracy percentages of less than fifty before or just after 1970: Comoro Islands 41,6% in 1966; Lesotho 41,4% in 1966; Mauritius 39,2% in 1962 (population group: 13 years and older); Reunion 37,1% in 1967; St Helena 2,5% in 1966 (population group: 16 years and older) and the Seychelles 42,3% in 1971. Zambia had an illiteracy figure of 52,7% in 1969 and in Ghana the figure for illiteracy was 56,8% in 1970 for the population group 6 years and older. Other countries in which the illiteracy percentage would also possibly have been lower by 1970 were South West Africa, where the percentage was 61,6% in 1960 for the Black population of 15 years and

older, and Southern Rhodesia (now Zimbabwe) where it was 60,6% in 1962. In the rest of Africa the illiteracy figures were either considerably higher than 50%, or surveys were conducted too long ago to be comparable. (For example the figure was 73,6% in Algeria in 1971; 91,4% in Guinea in 1965; 77,9% in Malawi in 1966 for the Black population; 78,6% in Marocco in 1971; 85,3% in the Sudan in 1966; 76,0% in Tunis in 1966 and 71,9% in Tanzania in 1967.)

As already mentioned, no comparable literacy figures are available for all the population groups in South Africa. Figures that can be compared are those based on educational data obtained from the 1970 population census. Based on a criterion of Standard three and higher, the percentages for the different population groups were as follows in 1970: Whites: 76,0; Coloureds: 39,0; Asians: 54,2, and the comparable figure for the total Black population was 22,5%. For the total population the literacy figure was 34,3%. (It is important to note that all age groups are included in these percentages and that a maximum percentage of close on 100% can therefore not apply in this case, the reason being that a large part of the population is pre-school or still at school and has not yet achieved Standard three level.)

CHAPTER 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

4.1 SUMMARY

The current investigation consisted mainly of a literature study of literacy data and data obtained from census reports. In the present report the literacy trends were indicated as they occurred from 1946 to 1970 in the adult Black population in South Africa. In a future report these data will be more specifically analyzed. The value of the report lies in its usefulness for planning purposes.

Several methods can be used to determine literacy statistics, although not one of the existing methods is without shortcoming. For the purposes of this report it was decided to make use of data obtained from the population censuses. This was done as these data provide information over a long period, they are reliable for the total population and they allow comparisons and deductions to be made.

In respect of the definition of literacy, there are various approaches and many problems. In most cases it is agreed that literacy should be defined according to the particular circumstances to which it is applicable.

With regard to the background of the data the report attempted as far as possible to adhere to general practice and recommendations. It is recommended for example that literacy should be calculated for the adults in a population, that persons whose ages are unspecified should be included in the data under certain circumstances and that persons whose literacy is unspecified should be excluded from the data.

The following is a summary of the trends and the distribution of literacy among the adult Black population:

a. There was an increase in the percentage of literates from 1946 to 1970. This increase occurred more rapidly among the males than the females and also more rapidly among the younger age groups than the older groups.

b. There were more literates in the urban areas than in the rural areas. In the urban

areas the percentages for literacy were higher among the females than among the males, while the reverse was the case in the rural areas. With regard to the various language groups, the Tswana had the largest percentage of literates and the Venda the smallest percentage while the other groups varied in respect to one another.

c. Literacy, based on an educational qualification of Standard three and higher, was at a higher level in the White areas than in the Black states in 1970. In the economically active groups (EA groups) the females in both areas had larger percentages of persons with Standard three and higher than the males, while in the not economically active groups (NEA groups) the males had larger percentages than the females in both areas. For the total Black population above 15 years the females in the White areas had higher percentages of persons with Standard three and higher, while the males in the Black states had the larger percentages in the group with this qualification.

d. Although there was an increase in the percentage of literates, it will be difficult to eradicate illiteracy completely because of the annual increase in the number of illiterate persons.

e. According to the available data, the Black population of 15 years and older in the RSA was one of seven adult populations in Africa with an illiteracy figure of less than 50% in 1970. The other six were the populations of the Comoro Islands, Lesotho, Mauritius, Reunion, St Helena and the Seychelles. On the African continent therefore, only South Africa and Lesotho had a literacy figure of more than 50% for their adult populations.

4.2 CONCLUSIONS

4.2.1 Conclusions that can be drawn concerning literacy and the methods for determining literacy are as follows:

a. One definition only of literacy will not suffice and the various definitions should be adapted according to different circumstances and different objectives. This does not, on the other hand, mean that there are not certain basic requirements for such a definition. With the UNESCO definition (see Chapter 2, 2.2.1) as criterion, it should at least contain the concepts "read" and "write" and give an

indication of why these skills are required.

b. The method used to determine the number of literates approximates closely to the definition of literacy.

c. Existing methods of determining the number of literates have shortcomings.

d. The various methods used to determine the number of literates can yield different results.

e. If a question on literacy is included in a population census, it is usually based on a minimum level of literacy and the interpretation and answering usually depend on the respondent.

f. Literacy figures in census reports are difficult to compare since these are not always presented or calculated uniformly.

g. Figures that are only divided into "urban" and "rural" can be widely interpreted as all cities, large or small, industrial or non-industrial, are classified together. This also applies to rural areas where people can be concentrated to a greater or lesser extent.

h. The use of census data (both educational qualifications and personal report) in order to determine the number of literate persons is unsatisfactory for assessing the quality of literacy and cannot replace an objective literacy test.

4.2.2 With regard to literacy trends it is difficult to reach conclusions unless ties between literacy and other factors are indicated. In connection with contributory factors the following conclusions can tentatively be drawn from the available data:

a. When the increase in literacy is analyzed, it is obvious that two factors in particular played an important role. In the first place the greater addition of literates to the younger age groups could have contributed significantly to the increase in the overall percentage of literates. In the second place it seems as if the increase in the literacy percentage among the older groups should rather be ascribed to the transition of literates from the younger to the older groups and to the death of illiterates than to the persons in the older groups having become

literate themselves. Consider for example Table 14 where there is a large increase in the younger groups, while some of the older groups show a relapse to illiteracy rather than an increase in literacy. The increase that in fact occurred in some of the groups was small.

It would appear that if persons do not become literate before approximately their fifteenth year, i.e. the period in which school is usually attended, there is little chance of their subsequently becoming literate. The establishment of literacy classes for adults could possibly alter this situation.

b. Various factors could have contributed to the more rapid increase in the literacy percentage in the cities. Amcng the relevant factors that emerged from the data in the report are:

(i) In the first place the reclassification of areas could have contributed towards the increase, as persons who had earlier been classified as living in rural areas were later classified as living in urban areas (see Chapter 1; 1.6.1).

(ii) In the second place it is possible that persons in rural areas could have become literate more rapidly than apparent from the data, but that they moved to the urban areas causing a "brain drain" from the rural areas. During 1946 the urban population of ten years and older constituted about 25% of the total population of the group ten years and older, and in 1970 this urban group constituted more than 34% of the total population of this age group.

c. The more rapid increase in literacy among the younger age groups and the slower increase in the older groups could be ascribed to an increased provision of educational institutions for younger people and a greater awareness among them of the importance of education. During 1946 8,16% of the total Black population received schooling. During 1970 the figure was 18,45% (RSA, 1971).

d. The difference that exists between males and females in respect of literacy, albeit a very small difference, could be due to the fact that the males are economically more active. The fact that among the males there is a larger difference between the literacy percentages (based on the literacy question in the population

census) and the percentages for Standard three and higher qualifications (according to educational statistics) than among the females, could confirm this. Accordingly it seems as though females become literate at school and that afterwards there is very little opportunity for them to become literate. On the other hand, males who did not become literate at school may later be given the opportunity to become literate in employment. This conclusion can also be drawn from Table 14 where it is shown that there was an increase in the literacy percentages in both the older age groups among the males, while there was little change in the literacy percentages in these two age groups among the females. (During 1970, 85,39% of the males were economically active in contrast to only 44,09% of the females.)

e. It is not clear from the available data what contributed to the difference in the various language groups.

f. There are various possible explanations for the differences that occurred between the results according to the two ways in which literacy is defined, namely to be able to read and write or Standard three and higher. Among the possible explanations could be the following:

- Not everybody who attended school can read and write and not everybody who can read and write attended school. (The questions on literacy and those on educational qualifications are not related to each other anywhere in census reports. It is therefore difficult to determine the number of literates who achieved literacy at school and the number who have since then lost the proficiency to read and write.)

- Literacy in a census survey is not interpreted in the same way by everyone.
- Standard three and higher is too high a criterion for literacy.
- As a result of the stigma attached to illiteracy not all illiterates are prepared to admit their illiteracy. Consequently the literacy figure obtained through a question on a person's literacy would be higher than the figure based on a question on educational qualifications.

g. The fact that literacy increased as did the number of illiterates, could possibly be explained by the fact that the rapid and sustained birth rate, despite the in-

creased provision of educational institutions, will prevent the complete elimination of illiteracy.

h. The fact that the Black population of 15 years and older in South Africa has an illiteracy figure of less than 50% means that there has been more rapid progress in this particular group than has been the case in many other African countries. Nevertheless emphasis should not be placed on what has been achieved, but on what remains to be done.

4.3 RECOMMENDATIONS

On the basis of the data in the report the following recommendations are made:

4.3.1 The definition of literacy and the use of this definition in determining the number of literates:

a. Various definitions can be used for literacy depending on circumstances, but a particular definition should be used to describe situations of the same nature.

b. The level of literacy can still be determined with the aid of population censuses but questionnaires should be more discriminating by including criteria of skill. What should be ascertained is "how well" a person can read and write in the official languages and in his home language. In view of the population's multilingualism such information could be of value to the private and public sectors.

c. The level of literacy of all the population groups in the RSA should be determined on the basis of a uniform definition of literacy. This should be done as the actual level of literacy of the total population in the RSA has never been determined on such a basis.

d. Educational qualifications should be used as a divider in order to determine on a larger scale what the requirements for literacy are according to educational qualifications.

4.3.2 In respect of the promotion of literacy it is recommended that:

a. When data are made available in reports, data for specific areas, such as the

various provinces and Black states, should also be furnished, and

b. Literacy needs to be promoted among both sexes of all age groups in all areas. However, special attention should perhaps be given to those groups whose literacy percentage is lower than that for the total population.

According to the 1970 census data the following groups should receive special attention:

(i) Urban females older than 50 years (41,31%)

(ii) Urban males older than 60 years (41,37%) (If they are still interested)

(iii) Rural males and females older than 20 years (males: 35,15%; females: 33,08%)

(iv) All home language groups in the rural areas (cf. table 13)

(v) Urban Venda females (44,68%).

BIBLIOGRAPHY

1. AUERBACH, F.E. How many young Africans are literate? The Transvaal Educational News, April 1970.

2. BERGGREN, C. and BERGGREN, L. The Literacy Process. A Practice in Domestication or Liberation. London, Writers and Readers Publishing Co-operative, 1974.

3. BORMUTH, J.R. Reading Literacy: its definition and assessment. Reading Research Quarterly No. 1 1973-1974 IX/1.

4. COLES, G.S. U.S. Literacy Statistics - How to succeed with hardly trying. Literacy Work Vol. 5(2) Summer 1976.

5. DU SAUTOY, P. 4 Manuals on Adult and Youth Education: The planning and organization of adult literacy programmes in Africa. UNESCO, 1966.

6. FISHER, E.A. The world literacy situation: 1970, 1980 and 1990 Prospects Vol. X, No. 1, 1980. pp. 99-106.

7. GUDSCHINSKY, S. Handbook of literacy. Summer Institute of Linguistics, University of Oklahoma, 1962.

8. HILLERICH, R.L. Toward an assessable definition of literacy. English Journal 65(2) Feb. 1976.

9. JEFFRIES, C. Illiteracy: A world problem. Frederick Praeger, New York, 1967.

10. MURPHY, E.J. The Bantu civilization of Southern Africa. Thomas Y. Cowell Co., New York, 1974.

11. NAFZIGER, D.H., THOMPSON, R.B., HISCOX, M.D., and OWEN, T.R. Tests of functional Adult Literacy: an evaluation of currently available instruments. Northwest Regional Educational Laboratory, Oregon, 1975.

12. Pocket Oxford Dictionary of current English. Fourth edition, Oxford, Clarendon Press, 1952.

13. SOUTH AFRICA (Union). Bureau of Census and Statistics. Census of the population of the Union of South Africa: Languages and Literacy, 7th May, 1946. (Vol. IV). Pretoria, The Government Printer, 1953.

14. SOUTH AFRICA (Union). Bureau of Census and Statistics. Population Census. Languages and Literacy, 8th May, 1951. (Vol. VI), Pretoria, The Government Printer, preface 1958.

15. SOUTH AFRICA (Republic). Bureau of Statistics. Population Census. M.scellaneous characteristics according to age all races, 6th September, 1960. (Vol. 9). Pretoria, The Government Printer, n.y.

16. SOUTH AFRICA (Republic). Bureau of Statistics. Population Census. Level of Education all races, 1960. (No. 7). Sample tabulation. Pretoria, The Government Printer, preface 1964.

17. SOUTH AFRICA (Republic). Department of Statistics. Population Census Xhosa, 1970 (Report No. 02-02-03). Pretoria, The Government Printer, preface 1976.

18. SOUTH AFRICA (Republic). Department of Statistics. Population Census South Ndbele, 1970 (Report No. 02-02-04). Pretoria, The Government Printer, preface 1976.

19. SOUTH AFRICA (Republic). Department of Statistics. Population Census Seshoeshoe, 1970 (Report No. 02-02-05). Pretoria, The Government Printer, preface 1976.

20. SOUTH AFRICA (Republic). Department of Statistics. Population Cencus Tswana, 1970 (Report No. 02-02-06). Pretoria, The Government Printer, preface 1976.

21. SOUTH AFRICA (Republic). Department of Statistics. Population Census Shangaan, 1970 (Report No. 02-02-07). Pretoria, The Government Printer, preface 1976.

22. SOUTH AFRICA (Republic). Department of Statistics. Population Census Venda, 1970 (Report No. 02-02-08). Pretoria, The Government Printer, preface 1976.

23. SOUTH AFRICA (Republic). Department of Statistics. Population Census Zulu, 1970. (Report No. 02-02-09). Pretoria, The Government Printer, preface 1976.

24. SOUTH AFRICA (Republic). Department of Statistics. Population Census Sepedi, 1970 (Report No. 02-02-10). Pretoria, The Government Printer, preface 1976.

25. SOUTH AFRICA (Republic). Department of Statistics. Population Census Swazi, 1970 (Report No. 02-02-11). Pretoria, The Government Printer, preface 1976.

26. SOUTH AFRICA (Republic). Department of Statistics. Population Census North Ndebele, 1970 (Report No. 02-02-12). Pretoria, The Government Printer, preface 1977.

27. SOUTH AFRICA (Republic). Department of Statistics. Population Census South African Bantu with home language other than a South African Bantu language, 1970 (Report No. 02-02-13). Pretoria, The Government Printer, preface 1977.

28. SOUTH AFRICA (Republic). Department of Statistics. Urban and Rural Population of South Africa, 1904-1960 (Report No. 02-02-01). Pretoria, The Government Printer, n.y.

29. SOUTH AFRICA (Republic). Department of Bantu Education. Annual Report for the calender year 1970. Pretoria, The Government Printer, 1971.

30. UNESCO Progress of Literacy in Various Countries. Unesco, Paris, 1953.

31. UNESCO Statistics of Educational Attainment and illiteracy 1945 - 1974. Unesco, Paris, 1977.

32. UNESCO Secretariat. Literacy in the world since the 1965 Teheran Conference: Shortcomings, achievements, tendencies. In: Bataille, L. ed. A Turning Point for Literacy. Adult Education for Development. The Spirit and Declaration of Persepolis. Proceedings of the International Symposium for Literacy, Persepolis, Iran, 3 to 8 September 1975, Paris, Pergamon Press, 1976. pp. 3-33.

APPENDIX - TABLES

TABLE 1

THE NUMBER OF LITERATES IN A BANTU LANGUAGE: 10 YEARS AND OLDER, ACCORDING TO AREA, AGE AND SEX

1946		Urban			Rural			Total		
Age		Males	Females	Total	Males	Females	Total	Males	Females	Total
10 - 19	N+	163 956	119 763	283 719	716 642	715 336	1 431 978	880 598	835 099	1 715 697
	T++	74 840	75 053	149 893	160 206	205 228	365 434	235 046	280 281	515 327
	%	45,65	62,67	52,83	22,36	28,69	25,52	26,69	33,56	30,04
20 - 29	N	343 350	134 390	477 740	350 168	492 405	842 573	693 518	626 795	1 320 313
	T	139 154	80 519	219 673	84 845	123 582	208 427	223 999	204 101	428 100
	%	40,53	59,91	45,98	24,23	25,10	24,74	32,30	32,56	32,42
30 - 39	N	244 046	89 098	333 144	304 735	385 914	690 649	548 781	475 012	1 023 793
	T	100 990	45 451	146 441	73 578	75 947	149 525	174 568	121 398	295 966
	%	41,38	51,01	43,96	24,14	19,68	21,65	31,81	25,56	28,91
40 - 49	N	129 109	52 576	181 685	253 193	284 839	538 032	382 302	337 415	719 717
	T	52 744	22 520	75 264	54 464	44 650	99 114	107 208	67 170	174 378
	%	40,85	42,83	41,43	21,51	15,68	18,42	28,04	19,91	24,23
50 - 59	N	43 184	24 259	67 443	143 162	166 876	310 038	186 346	191 135	377 481
	T	18 172	8 345	26 517	27 686	20 713	48 399	45 858	29 058	74 916
	%	42,08	34,50	39,32	19,34	12,41	15,61	24,61	15,20	19,84
60+	N	27 386	26 062	53 448	168 768	217 522	386 290	196 154	243 584	439 738
	T	9 583	5 013	14 596	25 511	15 310	40 821	35 094	20 323	55 417
	%	34,99	19,23	27,31	15,12	7,04	10,57	17,89	8,34	12,60
Unspecified	N	2 910	1 483	4 393	8 063	9 844	17 927	10 993	11 327	22 320
	T	905	419	1 324	536	412	948	1 441	831	2 272
	%	31,10	28,25	30,14	6,63	4,19	5,29	13,11	7,34	10,18
TOTAL	N	953 941	447 631	1 401 572	1 944 751	2 272 736	4 217 487	2 [illegible] 692	2 720 367	5 619 059
	T	396 388	237 320	633 708	426 826	485 842	912 668	823 214	723 162	1 546 376
	%	41,55	53,02	45,21	21,95	21,39	21,65	28,40	26,49	27,52

+ N = Total population in age group; ++ T = Number of literates in age group; + = and older

TABLE 2

THE NUMBER OF LITERATES IN ENGLISH: 10 YEARS AND OLDER, ACCORDING TO AREA, AGE AND SEX

1946		Urban			Rural			Total		
Age		Males	Females	Total	Males	Females	Total	Males	Females	Total
10 - 19	N	164 222	120 714	284 936	720 489	719 570	1 440 059	884 711	840 284	1 724 995
	T	41 632	47 818	89 450	62 216	80 107	142 323	103 848	127 925	231 773
	%	25,35	39,61	31,39	8,64	11,13	9,88	11,74	15,22	13,44
20 - 29	N	343 101	134 440	477 541	351 263	495 168	846 431	694 364	629 608	1 323 972
	T	55 490	44 598	100 088	29 312	41 716	71 028	84 802	86 314	171 116
	%	16,17	33,17	20,96	8,34	8,42	8,39	12,21	13,71	12,92
30 - 39	N	244 429	89 698	334 127	305 639	387 396	693 035	550 068	477 094	1 027 162
	T	38 631	20 835	59 466	21 800	22 519	44 319	60 431	43 354	103 785
	%	15,80	23,23	17,80	7,13	5,81	6,39	10,99	9,09	10,10
40 - 49	N	129 169	52 892	182 061	254 216	286 188	540 404	383 385	339 080	722 465
	T	19 552	8 999	28 551	15 285	11 632	26 917	34 837	20 631	55 468
	%	15,14	17,01	15,68	6,01	4,06	4,98	9,09	6,08	7,68
50 - 59	N	43 198	24 560	67 758	143 703	167 788	311 491	186 901	192 348	379 249
	T	7 073	3 121	10 194	7 764	5 583	13 347	14 837	8 704	23 541
	%	16,37	12,71	15,04	5,40	3,33	4,28	7,94	4,53	6,21
60+	N	27 550	26 587	54 137	169 390	219 345	388 735	196 940	245 932	442 872
	T	3 584	1 747	5 331	6 914	3 999	10 913	10 498	5 746	16 244
	%	13,01	6,57	9,85	4,08	1,82	2,81	5,33	2,34	3,67
Unspecified	N	2 973	1 537	4 510	7 340	8 712	16 052	10 313	10 249	20 562
	T	324	165	489	308	226	534	632	391	1 023
	%	10,90	10,74	10,84	4,20	2,59	3,33	6,13	3,81	4,98
TOTAL	N	954 642	450 428	1 405 070	1 952 040	2 284 167	4 236 207	2 906 682	2 734 595	5 641 277
	T	166 286	127 283	293 569	143 599	165 782	309 381	309 885	293 065	602 950
	%	17,42	28,26	20,89	7,36	7,26	7,30	10,66	10,72	10,69

TABLE 3

THE NUMBER OF LITERATES IN AFRIKAANS: 10 YEARS AND OLDER, ACCORDING TO AREA, AGE AND SEX

1946		Urban			Rural			Total		
Age		Males	Females	Total	Males	Females	Total	Males	Females	Total
10 - 19	N	163 672	119 355	283 027	719 649	718 325	1 437 974	883 321	837 680	1 721 001
	T	23 667	26 914	50 581	35 266	34 157	69 423	58 933	61 071	120 004
	%	14,46	22,55	17,87	4,90	4,76	4,83	6,67	7,29	6,97
20 - 29	N	341 830	132 380	474 210	350 123	492 846	842 969	691 953	625 226	1 317 179
	T	21 018	16 406	37 424	13 977	15 602	29 579	34 995	32 008	67 003
	%	6,15	12,39	7,89	3,99	3,17	3,51	5,06	5,12	5,09
30 - 39	N	242 874	88 476	331 350	304 838	386 386	691 224	547 712	474 862	1 022 574
	T	11 253	5 683	16 936	9 682	7 468	17 150	20 935	13 151	34 086
	%	4,63	6,42	5,11	3,18	1,93	2,48	3,82	2,77	3,33
40 - 49	N	128 583	52 426	181 009	253 600	285 755	539 355	382 183	338 181	720 364
	T	5 698	2 495	8 193	6 847	6 343	13 190	12 545	8 838	21 383
	%	4,43	4,76	4,53	2,70	2,22	2,45	3,28	2,61	2,97
50 - 59	N	42 942	24 293	67 235	143 223	167 616	310 839	186 165	191 909	378 074
	T	2 213	915	3 128	3 201	1 830	5 031	5 414	2 745	8 159
	%	5,15	3,77	4,65	2,23	1,09	1,62	2,91	1,43	2,16
60+	N	27 376	26 504	53 880	169 243	219 079	388 322	196 619	245 583	442 202
	T	1 458	554	2 012	4 406	2 751	7 157	5 864	3 305	9 169
	%	5,33	2,09	3,73	2,60	1,26	1,84	2,98	1,35	2,07
Unspecified	N	2 967	1 525	4 492	7 146	8 585	15 731	10 113	10 110	20 223
	T	117	77	194	61	19	80	178	96	274
	%	3,94	5,05	4,32	0,85	0,22	0,51	1,76	0,95	1,35
TOTAL	N	950 244	444 959	1 395 203	1 947 822	2 278 592	4 226 414	2 898 066	2 723 551	5 621 617
	T	65 424	53 044	118 468	73 440	68 170	141 610	138 864	121 214	260 078
	%	6,88	11,92	8,49	3,77	2,99	3,35	4,79	4,45	4,63

TABLE 4

THE NUMBER OF LITERATES IN A BANTU LANGUAGE: 10 YEARS AND OLDER, ACCORDING TO AREA, AGE AND SEX

1951		Urban			Rural			Total		
Age		Males	Females	Total	Males	Females	Total	Males	Females	Total
10 - 19	N	222 708	178 689	401 397	743 053	743 143	1 486 196	965 761	921 832	1 887 593
	T	113 745	119 228	232 973	173 953	213 528	387 481	287 698	332 756	620 454
	%	51,07	66,72	58,04	23,41	28,73	26,07	29,79	36,10	32,87
20 - 29	N	409 991	203 396	613 387	354 912	493 181	848 093	764 903	696 577	1 461 480
	T	182 316	128 149	310 465	83 559	123 461	207 020	265 875	251 610	517 485
	%	44,47	63,00	50,61	23,54	25,03	24,41	34,76	36,12	35,41
30 - 39	N	314 441	146 024	460 465	311 000	402 192	713 192	625 441	548 216	1 173 657
	T	144 270	77 156	221 426	70 135	78 854	148 989	214 405	156 010	370 415
	%	45,88	52,84	48,09	22,55	19,61	20,89	34,28	28,46	31,58
40 - 49	N	167 526	80 507	248 033	249 057	286 344	535 401	416 583	366 851	783 434
	T	73 437	37 011	110 448	50 897	46 094	96 991	124 334	83 105	207 439
	%	43,84	45,97	44,53	20,44	16,10	18,12	29,85	22,65	26,48
50 - 59	N	67 367	41 112	108 479	160 922	183 949	344 871	228 289	225 061	453 350
	T	28 348	13 933	42 281	30 146	23 442	53 588	58 494	37 375	95 869
	%	42,08	33,89	38,98	18,73	12,74	15,54	25,96	16,61	21,15
60+	N	39 533	39 072	78 605	169 697	217 740	387 437	209 230	256 812	466 042
	T	13 969	7 969	21 938	25 266	16 860	42 126	39 235	24 829	64 064
	%	35,34	20,40	27,91	14,89	7,74	10,87	18,75	9,67	13,75
Unspecified	N	2 699	1 460	4 159	1 653	1 553	3 206	4 352	3 013	7 365
	T	952	371	1 323	262	159	421	1 214	530	1 744
	%	35,27	25,41	31,81	15,85	10,24	13,13	27,90	17,59	23,68
TOTAL	N	1 224 265	690 260	1 914 525	1 990 294	2 328 102	4 318 396	3 214 559	3 018 362	6 232 921
	T	557 037	383 817	940 854	434 218	502 398	936 616	991 255	886 215	1 877 470
	%	45,50	55,60	49,14	21,82	21,58	21,69	30,84	29,36	30,12

TABLE 5

THE NUMBER OF LITERATES IN ENGLISH: 10 YEARS AND OLDER, ACCORDING TO AREA, AGE AND SEX

1951		Urban			Rural			Total		
Age		Males	Females	Total	Males	Females	Total	Males	Females	Total
10 - 19	N	222 708	178 689	401 397	743 053	743 143	1 486 196	965 761	921 832	1 887 593
	T	64 338	76 345	140 683	58 418	74 406	132 824	122 756	150 751	273 507
	%	28,89	42,73	35,05	7,86	10,01	8,94	12,71	16,35	14,49
20 - 29	N	409 991	203 396	613 387	354 912	493 181	848 093	764 903	696 577	1 461 480
	T	76 854	74 046	150 900	26 381	38 149	64 530	103 235	112 195	215 430
	%	18,75	36,40	24,60	7,43	7,74	7,61	13,50	16,11	14,74
30 - 39	N	314 441	146 024	460 465	311 000	402 192	713 192	625 441	548 216	1 173 657
	T	56 738	36 912	93 650	17 759	18 981	36 740	74 497	55 893	130 390
	%	18,04	25,28	20,34	5,71	4,72	5,15	11,91	10,20	11,11
40 - 49	N	167 526	80 507	248 033	249 057	286 344	535 401	416 583	366 851	783 434
	T	27 870	15 923	43 793	12 121	9 922	22 043	39 991	25 845	65 836
	%	16,64	19,78	17,66	4,87	3,47	4,12	9,60	7,05	8,40
50 - 59	N	67 367	41 112	108 479	160 922	183 949	344 871	228 289	225 061	453 350
	T	10 505	5 186	15 691	6 942	4 842	11 784	17 447	10 028	27 475
	%	15,60	12,61	14,46	4,31	2,63	3,42	7,64	4,46	6,06
60+	N	39 533	39 072	78 605	169 697	217 740	387 437	209 230	256 812	466 042
	T	5 114	2 573	7 687	5 645	3 250	8 895	10 759	5 823	16 582
	%	12,94	6,59	9,78	3,33	1,49	2,30	5,14	2,27	3,56
Unspecified	N	2 699	1 460	4 159	1 653	1 553	3 206	4 352	3 013	7 365
	T	374	147	521	75	48	123	449	195	644
	%	13,86	10,07	12,53	4,54	3,09	3,84	10,32	6,47	8,74
TOTAL	N	1 224 265	690 260	1 914 525	1 990 294	2 328 102	4 318 396	3 214 559	3 018 362	6 232 921
	T	241 793	211 132	452 925	127 341	149 598	276 939	369 134	360 730	729 864
	%	19,75	30,59	23,66	6,40	6,43	6,41	11,48	11,95	11,71

TABLE 6

THE NUMBER OF LITERATES IN AFRIKAANS: 10 YEARS AND OLDER, ACCORDING TO AREA, AGE AND SEX

1951		Urban			Rural			Total		
Age		Males	Females	Total	Males	Females	Total	Males	Females	Total
10 - 19	N	222 708	178 689	401 397	743 053	743 143	1 486 196	965 761	921 832	1 887 593
	T	41 930	48 705	90 635	27 893	28 865	56 758	69 823	77 570	147 393
	%	18,83	27,26	22,58	3,75	3,88	3,82	7,23	8,41	7,81
20 - 29	N	409 991	203 396	613 387	354 912	493 181	848 093	764 903	696 577	1 461 480
	T	38 374	35 120	73 494	14 117	14 190	28 307	52 491	49 310	101 801
	%	9,36	17,27	11,98	3,98	2,88	3,34	6,86	7,08	6,97
30 - 39	N	314 441	146 024	460 465	311 000	402 192	713 192	625 441	548 216	1 173 657
	T	22 010	12 650	34 660	8 905	6 366	15 271	30 915	19 016	49 931
	%	7,00	8,66	7,53	2,86	1,58	2,14	4,94	3,47	4,25
40 - 49	N	167 526	80 507	248 033	249 057	286 344	535 401	416 583	366 851	783 434
	T	9 849	4 953	14 802	5 561	3 220	8 781	15 410	8 173	23 583
	%	5,88	6,15	5,97	2,23	1,12	1,64	3,70	2,23	3,01
50 - 59	N	67 367	41 112	108 479	160 922	183 949	344 871	228 289	225 061	453 350
	T	3 806	1 718	5 524	2 962	1 597	4 559	6 768	3 315	10 083
	%	5,65	4,17	5,09	1,84	0,87	1,32	2,96	1,47	2,22
60+	N	39 533	39 072	78 605	169 697	217 740	387 437	209 230	256 812	466 042
	T	2 211	1 032	3 243	2 741	1 223	3 964	4 952	2 255	7 207
	%	5,59	2,64	4,13	1,62	0,56	1,02	2,37	0,88	1,55
Unspecified	N	2 699	1 460	4 159	1 653	1 553	3 206	4 352	3 013	7 365
	T	189	83	272	53	29	82	242	112	354
	%	7,00	5,68	6,54	3,21	1,87	2,56	5,56	3,72	4,81
TOTAL	N	1 224 265	690 260	1 914 525	1 990 294	2 328 102	4 318 396	3 214 559	3 018 362	6 232 921
	T	118 369	104 261	222 630	62 232	55 490	117 722	180 601	159 751	340 352
	%	9,67	15,10	11,63	3,13	2,38	2,73	5,62	5,29	5,46

TABLE 7

THE NUMBER OF LITERATES IN ANY LANGUAGE: 10 YEARS AND OLDER, ACCORDING TO AREA, AGE AND SEX

1951		Urban			Rural			Total		
Age		Males	Females	Total	Males	Females	Total	Males	Females	Total
10 - 19	N	222 708	178 689	401 397	743 053	743 143	1 486 196	965 761	921 832	1 887 593
	T	116 635	122 467	239 102	178 600	218 383	396 983	295 235	340 850	636 085
	%	52,37	68,54	59,57	24,04	29,39	26,71	30,57	36,98	33,70
20 - 29	N	409 991	203 396	613 387	354 912	493 181	848 093	764 903	696 577	1 461 480
	T	186 450	131 657	318 107	86 259	126 191	212 450	272 709	257 848	530 557
	%	45,48	64,73	51,86	24,30	25,59	25,00	35,65	37,02	36,30
30 - 39	N	314 441	146 024	460 465	311 000	402 192	713 192	625 441	548 216	1 173 657
	T	147 389	79 254	226 643	72 533	80 526	153 059	219 922	159 780	379 702
	%	46,87	54,27	49,22	23,32	20,02	21,46	35,16	29,15	32,35
40 - 49	N	167 526	80 507	248 033	249 057	286 344	535 401	416 583	366 851	783 434
	T	75 064	38 101	113 165	52 457	47 102	99 559	127 521	85 203	212 724
	%	44,81	47,33	45,62	21,06	16,45	18,59	30,61	23,23	27,15
50 - 59	N	67 367	41 112	108 479	160 922	183 949	344 871	228 289	225 061	453 350
	T	28 982	14 343	43 325	30 976	23 941	54 917	59 958	38 284	98 242
	%	43,02	34,89	39,94	19,25	13,02	15,92	26,26	17,01	21,67
60+	N	39 533	39 072	78 605	169 697	217 740	387 437	209 230	256 812	466 042
	T	14 402	8 288	22 690	26 047	17 267	43 314	40 449	25 555	66 004
	%	36,43	21,21	28,87	15,35	7,93	11,18	19,33	9,95	14,16
Unspecified	N	2 699	1 460	4 159	1 653	1 553	3 206	4 352	3 013	7 365
	T	992	394	1 386	273	166	439	1 265	560	1 825
	%	36,75	26,99	33,33	16,52	10,69	13,69	29,07	18,59	24,78
TOTAL	N	1 224 265	690 260	1 914 525	1 990 294	2 328 102	4 318 396	3 214 559	3 018 362	6 232 921
	T	569 914	394 504	964 418	447 145	513 576	960 721	1 017 059	908 080	1 925 139
	%	46,55	57,15	50,37	22,47	22,06	22,25	31,64	30,08	30,89

TABLE 8

THE NUMBER OF LITERATES IN ANY LANGUAGE: 15 YEARS AND OLDER, ACCORDING TO AREA, AGE AND SEX

1960		Urban			Rural			Total		
Age		Males	Females	Total	Males	Females	Total	Males	Females	Total
15 - 24	N	444 310	282 025	726 335	542 345	692 682	1 235 027	986 655	974 707	1 961 362
	T	260 330	231 738	492 068	209 852	288 276	498 128	470 182	520 014	990 196
	%	55,37	82,17	67,75	38,69	41,62	40,33	47,55	53,35	50,49
25+	N	1 051 461	609 397	1 660 858	1 153 917	1 492 446	2 646 363	2 205 378	2 101 843	4 307 221
	T	536 937	366 740	903 677	293 509	338 640	632 149	830 446	705 380	1 535 826
	%	51,07	60,18	54,41	25,44	22,69	23,89	37,66	33,56	35,66
Unspecified	N	3 927	2 417	6 344	1 392	1 939	3 331	5 319	4 356	9 675
	T	1 772	1 077	2 849	347	405	752	2 119	1 482	3 601
	%	45,12	44,56	44,91	24,93	20,89	22,58	39,84	34,02	37,22
TOTAL	N	1 499 698	893 839	2 393 537	1 697 654	2 187 067	3 884 721	3 197 352	3 080 906	6 278 258
	T	799 039	599 555	1 398 594	503 708	627 321	1 131 029	1 302 747	1 226 876	2 529 623
	%	53,27	67,08	58,43	29,67	28,68	29,11	40,74	39,82	40,29

TABLE 9

THE NUMBER OF LITERATES IN ANY LANGUAGE: 15 YEARS AND OLDER, ACCORDING TO AREA, HOME LANGUAGE AND SEX

1960		Urban			Rural			Total		
Home language		Males	Females	Total	Males	Females	Total	Males	Females	Total
Xhosa	N	354 889	217 451	572 340	492 216	698 346	1 190 562	847 105	915 797	1 762 902
	T	188 416	150 916	339 332	158 534	251 306	409 840	346 950	402 222	749 172
	%	53,09	69,40	59,29	32,21	35,99	34,42	40,96	43,92	42,50
Zulu	N	327 925	228 479	556 404	430 591	608 457	1 039 048	758 516	836 936	1 595 452
	T	185 532	155 273	340 805	116 061	171 182	287 243	301 593	326 455	628 048
	%	56,58	67,96	61,25	26,95	28,13	27,64	39,76	39,01	39,36
Swazi	N	37 935	33 044	70 979	58 954	60 163	119 117	96 889	93 207	190 096
	T	19 391	18 402	37 793	12 629	8 406	21 035	32 020	26 808	58 828
	%	51,12	55,69	53,25	21,42	13,97	17,66	33,05	28,76	30,95
Ndebele	N	25 206	19 947	45 153	49 320	56 858	106 178	74 526	76 805	151 331
	T	14 438	10 019	24 457	10 535	7 536	18 071	24 973	17 555	42 528
	%	57,28	50,23	54,16	21,36	13,25	17,02	33,51	22,86	28,10
Sepedi	N	104 499	53 455	157 954	150 189	219 576	369 765	254 688	273 031	527 719
	T	62 121	34 711	96 832	46 005	39 309	85 314	108 126	74 020	182 146
	%	59,45	64,93	61,30	30,63	17,90	23,07	42,45	27,11	34,52
Seshoeshoe	N	217 975	167 766	385 741	181 378	194 374	375 752	399 353	362 140	761 493
	T	129 596	113 395	242 991	57 735	64 295	122 030	187 331	177 690	365 021
	%	59,45	67,59	62,99	31,83	33,08	32,48	46,91	49,07	47,93
Tswana	N	154 648	135 050	289 698	173 020	179 655	352 675	327 668	314 705	642 373
	T	95 238	98 303	193 541	55 301	67 397	122 698	150 539	165 700	316 239
	%	61,58	72,79	66,81	31,96	37,51	34,79	45,94	52,65	49,23
Shangaan	N	126 787	18 446	145 233	88 042	92 666	180 708	214 829	111 112	325 941
	T	48 368	7 872	56 240	22 868	10 340	33 208	71 236	18 212	89 448
	%	38,15	42,68	38,72	25,97	11,16	18,38	33,16	16,39	27,44
Venda	N	22 566	7 295	29 861	38 424	67 296	105 720	60 990	74 591	135 581
	T	11 361	2 141	13 502	11 841	4 507	16 348	23 202	6 648	29 850
	%	50,35	29,35	45,22	31,08	6,70	15,46	38,04	8,91	22,02
Other SA Blacks	N	127 268	12 906	140 174	35 520	9 676	45 196	162 788	22 582	185 370
	T	44 578	8 532	53 101	12 199	3 043	15 242	56 777	11 566	68 343
	%	35,03	66,04	37,88	34,34	31,45	33,72	34,88	51,22	36,87

TABLE 10

THE NUMBER OF LITERATES IN ANY LANGUAGE: 10 YEARS AND OLDER, ACCORDING TO AREA, AGE AND SEX

1970		Urban			Rural			Total		
Age		Males	Females	Total	Males	Females	Total	Males	Females	Total
10 - 19	N	482 705	480 190	962 895	1 251 655	1 334 770	2 586 425	1 734 360	1 814 960	3 549 320
	T	381 491	406 975	788 466	667 933	747 886	1 415 819	1 049 424	1 154 861	2 204 285
	%	79,03	84,75	81,88	53,36	56,03	54,74	60,51	63,63	62,10
20 - 29	N	534 851	411 176	946 027	451 942	797 003	1 248 945	986 793	1 208 179	2 194 972
	T	384 808	339 025	723 833	211 757	370 704	582 461	596 565	709 729	1 306 294
	%	71,95	82,45	76,51	46,85	46,51	46,64	60,45	58,74	59,51
30 - 39	N	398 069	304 797	702 866	350 358	586 899	937 257	748 427	891 696	1 640 123
	T	256 387	222 448	478 835	131 740	201 672	333 412	388 127	424 120	812 247
	%	64,41	72,98	68,13	37,60	34,36	35,57	51,86	47,56	49,52
40 - 49	N	283 046	195 105	478 151	296 485	429 085	725 570	579 531	624 190	1 203 721
	T	164 667	123 365	288 032	93 071	118 131	211 202	257 738	241 496	499 234
	%	58,18	63,23	60,24	31,39	27,53	29,11	44,47	38,69	41,47
50 - 59	N	149 576	109 566	259 142	219 581	291 011	510 592	369 157	400 577	769 734
	T	76 493	54 364	130 857	59 418	66 328	125 746	135 911	120 692	256 603
	%	51,14	49,62	50,50	27,06	22,79	24,63	36,82	30,13	33,34
60+	N	87 612	95 980	183 592	262 184	372 484	634 668	349 796	468 464	818 260
	T	36 249	30 549	66 798	59 624	62 507	122 131	95 873	93 056	188 929
	%	41,37	31,83	36,38	22,74	16,78	19,24	27,41	19,86	23,09
TOTAL	N	1 935 859	1 596 814	3 532 673	2 832 205	3 811 252	6 643 457	4 768 064	5 408 066	10 176 130
	T	1 300 095	1 176 726	2 476 821	1 223 543	1 567 228	2 790 771	2 523 638	2 743 954	5 267 592
	%	67,16	73,69	70,11	43,20	41,12	42,01	52,92	50,74	51,76

TABLE 11

THE NUMBER OF LITERATES IN ANY LANGUAGE: 15 YEARS AND OLDER, ACCORDING TO AREA, AGE AND SEX

1970		Urban			Rural			Total		
Age		Males	Females	Total	Males	Females	Total	Males	Females	Total
15 - 24	N	522 074	441 508	963 582	747 894	1 022 570	1 770 464	1 269 968	1 464 078	2 734 046
	T	403 510	382 977	786 487	415 141	565 597	980 738	818 651	948 574	1 767 225
	%	77,29	86,74	81,62	55,51	55,31	55,39	64,46	64,79	64,64
25+	N	1 174 130	898 162	2 072 292	1 329 169	2 040 270	3 369 439	2 503 299	2 938 432	5 441 731
	T	711 432	584 919	1 296 351	430 948	599 692	1 030 640	1 142 380	1 184 611	2 326 991
	%	60,59	65,12	62,56	32,42	29,39	30,59	45,63	40,31	42,76
TOTAL	N	1 696 204	1 339 670	3 035 874	2 077 063	3 062 840	5 139 903	3 773 267	4 402 510	8 175 777
	T	1 114 942	967 896	2 082 838	846 089	1 165 289	2 011 378	1 961 031	2 133 185	4 094 216
	%	65,73	72,25	68,61	40,73	38,05	39,13	51,97	48,45	50,08

TABLE 12

THE NUMBER OF LITERATES IN ANY LANGUAGE: 15 TO 54 YEARS OF AGE, ACCORDING TO AREA, AGE AND SEX

1970		Urban			Rural			Total		
Age		Males	Females	Total	Males	Females	Total	Males	Females	Total
15 - 19	N	243 050	223 046	466 096	496 513	586 358	1 082 871	739 563	809 404	1 548 967
	T	196 338	198 145	394 483	290 479	345 947	636 426	486 817	544 092	1 030 909
	%	80,78	88,84	84,64	58,50	59,00	58,77	65,82	67,22	66,55
20 - 24	N	279 024	218 462	497 486	251 381	436 212	687 593	530 405	654 674	1 185 079
	T	207 172	184 832	392 004	124 662	219 650	344 312	331 834	404 482	736 316
	%	74,25	84,61	78,80	49,59	50,35	50,07	62,56	61,78	62,13
25 - 29	N	255 827	192 714	448 541	200 561	360 791	561 352	456 388	553 505	1 009 893
	T	177 636	154 193	331 829	87 095	151 054	238 149	264 731	305 247	569 978
	%	69,44	80,01	73,98	43,43	41,87	42,42	58,01	55,15	56,44
30 - 34	N	212 532	163 867	376 399	180 674	317 293	497 967	393 206	481 160	874 366
	T	140 105	122 506	262 611	70 939	114 522	185 461	211 044	237 028	448 072
	%	65,92	74,76	69,77	39,26	36,09	37,24	53,67	49,26	51,25
35 - 39	N	185 537	140 930	326 467	169 684	269 606	439 290	355 221	410 536	765 757
	T	116 282	99 942	216 224	60 801	87 150	147 951	177 083	187 092	364 175
	%	62,67	70,92	66,23	35,83	32,32	33,68	49,85	45,57	47,56
40 - 44	N	156 267	110 888	267 155	155 229	237 795	393 024	311 496	348 683	660 179
	T	93 134	72 539	165 673	50 302	68 049	118 351	143 436	140 588	284 024
	%	59,60	65,42	62,01	32,41	28,62	30,11	46,05	40,32	43,02
45 - 49	N	126 779	84 217	210 996	141 256	191 290	332 546	268 035	275 507	543 542
	T	71 533	50 826	122 359	42 769	50 082	92 851	114 302	100 908	215 210
	%	56,42	60,35	57,99	30,28	26,18	27,92	42,64	36,63	39,59
50 - 54	N	91 985	67 817	159 802	125 514	173 494	299 008	217 499	241 311	458 810
	T	47 553	34 666	82 219	33 716	40 377	74 093	81 269	75 043	156 312
	%	51,70	51,12	51,45	26,86	23,27	24,78	37,37	31,10	34,07
TOTAL	N	1 551 001	1 201 941	2 752 942	1 720 812	2 572 839	4 293 651	3 271 813	3 774 780	7 046 593
	T	1 049 753	917 649	1 967 402	760 763	1 076 831	1 837 594	1 810 516	1 994 480	3 804 996
	%	67,68	76,35	71,47	44,21	41,85	42,80	55,34	52,84	54,00

TABLE 13

THE NUMBER OF LITERATES IN ANY LANGUAGE: 15 YEARS AND OLDER, ACCORDING TO AREA, HOME LANGUAGE AND SEX

1970		Urban			Rural			Total		
Home language		Males	Females	Total	Males	Females	Total	Males	Females	Total
Xhosa	N	492 540	330 088	822 628	574 855	881 118	1 456 043	1 067 395	1 211 276	2 278 671
	T	301 413	244 458	545 871	245 968	402 383	648 351	547 381	646 841	1 194 222
	%	61,20	74,06	66,36	42,79	45,66	44,53	51,28	53,40	52,41
Zulu	N	454 348	365 813	820 161	557 888	865 739	1 423 627	1 012 236	1 231 552	2 243 788
	T	291 167	266 699	557 866	214 569	338 972	553 541	505 736	605 671	1 111 407
	%	64,08	72,91	68,02	38,46	39,15	38,88	49,96	49,18	49,53
Swazi	N	48 659	51 591	100 250	73 239	84 888	158 127	121 898	136 479	258 377
	T	32 479	32 674	65 153	23 554	20 054	43 608	56 033	52 728	108 761
	%	66,75	63,33	64,99	32,16	23,62	27,58	45,97	38,63	42,09
South Ndebele	N	25 080	23 492	48 572	32 275	40 757	73 032	57 355	64 249	121 604
	T	15 300	13 296	28 596	8 931	7 092	16 023	24 231	20 388	44 619
	%	61,00	56,60	58,87	27,67	17,40	21,94	42,25	31,73	36,69
Sepedi	N	167 407	96 279	263 686	230 605	392 755	623 360	398 012	489 034	887 046
	T	113 335	66 866	180 201	102 945	108 270	211 215	216 280	175 136	391 416
	%	67,70	69,45	68,34	44,64	27,57	33,88	54,34	35,81	44,13
Seshoeshoe	N	173 753	186 462	360 215	175 233	210 866	386 099	348 986	397 328	746 314
	T	130 102	136 469	266 571	72 221	92 185	164 406	202 323	228 654	430 977
	%	74,88	73,19	74,00	41,21	43,72	42,58	57,97	57,55	57,75
Tswana	N	202 279	212 053	414 332	238 211	277 481	515 692	440 490	489 534	930 024
	T	150 889	165 617	316 506	95 495	131 327	226 822	246 384	296 944	543 328
	%	74,59	78,10	76,39	40,09	47,33	43,98	55,93	60,66	58,42
Shangaan	N	68 514	35 558	104 072	98 722	154 957	253 679	167 236	190 515	357 751
	T	40 356	19 393	59 749	41 660	32 642	74 302	82 016	52 035	134 051
	%	58,90	54,54	57,41	42,20	21,07	29,29	49,04	27,31	37,47
Venda	N	33 315	12 445	45 760	52 691	102 801	155 492	86 006	115 246	201 252
	T	20 390	5 561	25 951	25 159	17 218	42 377	45 549	22 779	68 328
	%	61,20	44,68	56,71	47,75	16,75	27,25	52,96	19,77	33,95
North Ndebele	N	17 442	13 375	30 817	28 604	38 826	67 430	46 046	52 201	98 247
	T	11 602	8 504	20 106	10 775	10 963	21 738	22 377	19 467	41 844
	%	66,52	63,58	65,24	37,67	28,24	32,24	48,60	37,29	42,59
Other SA Blacks	N	12 867	12 514	25 381	14 740	12 582	27 322	27 607	25 096	52 703
	T	7 909	8 359	16 268	4 812	4 183	8 995	12 721	12 542	25 263
	%	61,47	66,80	64,10	32,65	33,25	32,92	46,08	49,98	47,93

TABLE 14

LITERACY ACCORDING TO AGE COHORTS DURING 1960 AND 1970 ACCORDING TO AREA, AGE AND SEX

Urban											
Males		1960	:	1970	Females	1960	:	1970	Total	1960	:	1970
	N	500 246		761 729		531 294		698 652		1 031 540		1 460 381
-15	T	135 435	10-24	588 663	-15	154 996	10-24	591 807	-15	290 431	10-24	1 180 470
	%	27,07		77,28		29,17		84,71		28,16		80,83
	N	444 310		468 359		282 025		356 581		726 335		824 940
15 - 24	T	260 330	25-34	317 741	15-24	231 738	25-34	276 699	15-24	492 068	25-34	594 440
	%	55,37		67,84		82,17		77,60		67,75		72,06
	N	1 051 461		705 771		609 397		541 581		1 660 858		1 247 352
25+	T	536 937	35+	393 691	25+	366 740	35+	308 220	25+	903 677	35+	701 911
	%	51,07		55,78		60,18		56,91		54,41		56,27
Rural												
Males		1960	:	1970	Females	1960	:	1970	Total	1960	:	1970
	N	1 718 017		1 503 036		1 703 735		1 770 982		3 421 752		3 274 018
-15	T	233 728	10-24	792 595	-15	252 304	10-24	967 536	-15	486 032	10-24	1 760 131
	%	13,60		52,73		14,81		54,63		14,20		53,76
	N	542 345		381 235		692 682		678 084		1 235 027		1 059 319
15 - 24	T	209 852	25-34	158 034	15-24	288 276	25-34	265 576	15-24	498 128	25-34	423 610
	%	38,69		41,45		41,62		39,17		40,33		39,99
	N	1 153 917		947 934		1 492 446		1 362 186		2 646 363		2 310 120
25+	T	293 509	35+	272 914	25+	338 640	35+	334 116	25+	632 149	35+	607 030
	%	25,44		28,79		22,69		24,53		23,89		26,28
TOTAL												
Males		1960	:	1970	Females	1960	:	1970	Total	1960	:	1970
	N	2 218 263		2 264 765		2 235 029		2 469 634		4 453 292		4 734 399
-15	T	369 163	10-24	1 381 258	-15	407 300	10-24	1 559 343	-15	776 463	10-24	2 940 601
	%	16,64		60,99		18,22		63,14		17,44		62,11
	N	986 655		849 594		974 707		1 034 665		1 961 362		1 884 259
15 - 24	T	470 182	25-34	475 775	15-24	520 014	25-34	542 275	15-24	990 196	25-34	1 018 050
	%	47,65		56,00		53,35		52,41		50,49		54,03
	N	2 205 378		1 653 705		2 101 843		1 903 767		4 307 221		3 557 472
25+	T	830 446	35+	666 605	25+	705 380	35+	642 336	25+	1 535 826	35+	1 308 941
	%	37,66		40,31		33,56		33,74		35,66		36,79

TABLE 15

THE TOTAL NUMBER WITH STANDARD THREE AND HIGHER: 15 YEARS AND OLDER, ACCORDING TO AREA, AGE AND SEX

1970		White areas			Black States +			Total		
Age		Males	Females	Total	Males	Females	Total	Males	Females	Total
15 - 17	N	241 792	241 326	483 118	222 305	258 280	480 585	464 097	499 606	963 703
	T	103 890	117 557	221 447	111 406	138 421	249 827	215 296	255 978	471 274
	%	42,97	48,71	45,84	50,11	53,59	51,98	46,39	51,24	48,90
18	N	96 809	89 866	186 675	62 765	89 203	151 968	159 574	179 069	338 643
	T	39 856	40 420	80 276	33 336	43 853	77 189	73 192	84 273	157 465
	%	41,17	44,98	43,00	53,11	49,16	50,79	45,87	47,06	46,50
19	N	74 784	65 800	140 584	40 461	64 373	104 834	115 245	130 173	245 418
	T	34 172	34 678	68 850	22 158	33 158	55 316	56 330	67 836	124 166
	%	45,69	52,70	48,97	54,76	51,51	52,77	48,88	52,11	50,59
20 - 24	N	380 855	335 153	716 008	148 348	318 685	467 033	529 203	653 838	1 183 041
	T	177 678	170 323	348 001	73 495	140 959	214 454	251 173	311 282	562 455
	%	46,65	50,82	48,60	49,54	44,23	45,92	47,46	47,61	47,54
25 - 34	N	633 578	518 447	1 152 025	213 454	514 185	727 639	847 032	1 032 632	1 879 664
	T	259 782	236 347	496 129	86 160	170 739	256 899	345 942	407 086	753 028
	%	41,00	45,59	43,07	40,36	33,21	35,31	40,84	39,42	40,06
35 - 44	N	481 272	378 138	859 410	182 986	378 941	561 927	664 258	757 079	1 421 337
	T	156 748	136 499	293 247	56 962	95 814	152 776	213 710	232 313	446 023
	%	32,57	36,10	34,12	31,13	25,28	27,19	32,17	30,69	31,38
45 - 54	N	323 005	236 661	559 666	160 254	278 417	438 671	483 259	515 078	998 337
	T	81 063	61 933	142 996	35 731	53 634	89 365	116 794	115 567	232 361
	%	25,10	26,17	25,55	22,30	19,26	20,37	24,17	22,44	23,27
55+	N	252 927	232 046	484 973	246 534	393 570	640 104	499 461	625 616	1 125 077
	T	39 863	32 197	72 060	37 340	52 873	90 213	77 203	85 070	162 273
	%	15,76	13,88	14,86	15,15	13,43	14,09	15,46	13,60	14,42
TOTAL	N	2 485 022	2 097 437	4 582 459	1 277 107	2 295 654	3 572 761	3 762 129	4 393 091	8 155 220
	T	893 052	829 954	1 723 006	456 588	729 451	1 186 039	1 349 640	1 559 405	2 909 045
	%	35,94	39,57	37,60	35,75	31,78	33,20	35,87	35,50	35,67

+ Independent and self-governing Black states included.

TABLE 16

THE NUMBER OF ECONOMICALLY ACTIVES WITH STANDARD THREE AND HIGHER: 15 YEARS AND OLDER, ACCORDING TO AREA, AGE AND SEX

1970		White areas			Black States			Total		
Age		Males	Females	Total	Males	Females	Total	Males	Females	Total
15 - 17	N	139 620	122 279	261 899	66 558	98 157	164 715	206 178	220 436	426 614
	T	34 352	35 594	69 946	14 821	28 529	43 350	49 173	64 123	113 296
	%	24,60	29,11	26,70	22,27	29,06	26,32	23,85	29,09	26,56
18	N	82 630	67 445	150 075	36 129	58 010	94 139	118 759	125 455	244 214
	T	27 897	25 806	53 703	11 381	21 171	32 552	39 278	46 977	86 255
	%	33,76	38,26	35,78	31,50	36,50	34,58	33,07	37,45	35,32
19	N	66 996	49 889	116 885	26 222	42 852	69 074	93 218	92 741	185 959
	T	27 624	24 758	52 382	9 814	19 021	28 835	37 438	43 779	81 217
	%	41,23	49,63	44,81	37,43	44,39	41,75	40,16	47,21	43,67
20 - 24	N	363 788	242 103	605 891	126 657	185 832	312 489	490 445	427 935	918 380
	T	165 577	128 448	294 025	54 518	83 363	137 881	220 095	211 811	431 906
	%	45,51	53,06	48,53	43,04	44,86	44,12	44,88	49,50	47,03
25 - 34	N	618 459	317 984	936 443	208 398	181 023	389 421	826 857	499 007	1 325 864
	T	253 191	162 623	415 814	83 704	68 092	151 796	336 895	230 715	567 610
	%	40,94	51,14	44,40	40,17	37,62	38,98	40,74	46,23	42,81
35 - 44	N	472 979	213 374	686 353	179 844	87 458	267 302	652 823	300 832	953 655
	T	154 193	90 572	244 765	56 318	26 944	83 262	210 511	117 516	328 027
	%	32,60	42,45	35,66	31,31	30,81	31,15	32,25	39,06	34,40
45 - 54	N	318 212	125 965	444 177	157 673	53 343	211 016	475 885	179 308	655 193
	T	80 083	39 979	120 062	35 338	12 147	47 485	115 421	52 126	167 547
	%	25,17	31,74	27,03	22,41	22,77	22,50	24,25	29,07	25,57
55+	N	196 159	59 371	255 530	152 193	31 777	183 970	348 352	91 148	439 500
	T	34 197	13 212	47 409	27 110	5 540	32 650	61 307	18 752	80 059
	%	17,43	22,25	18,55	17,81	17,43	17,75	17,60	20,57	18,22
TOTAL	N	2 258 843	1 198 410	3 457 253	953 674	738 452	1 692 126	3 212 517	1 936 862	5 149 379
	T	777 114	520 992	1 298 106	293 004	264 807	557 811	1 070 118	785 799	1 855 917
	%	34,40	43,47	37,55	30,73	35,86	32,97	33,31	40,57	36,04

TABLE 17

THE NUMBER OF NOT ECONOMICALLY ACTIVES WITH STANDARD THREE AND HIGHER: 15 YEARS AND OLDER, ACCORDING TO AREA, AGE AND SEX

1970		White areas			Black States			Total		
Age		Males	Females	Total	Males	Females	Total	Males	Females	Total
15 - 17	N	102 172	119 047	221 219	155 747	160 123	315 870	257 919	279 170	537 089
	T	69 538	81 963	151 501	96 585	109 892	206 477	166 123	191 855	357 978
	%	68,06	68,85	68,48	62,01	68,63	65,37	64,41	68,72	66,65
18	N	14 179	22 421	36 600	26 636	31 193	57 829	40 815	53 614	94 429
	T	11 959	14 614	26 573	21 955	22 682	44 637	33 914	37 296	71 210
	%	84,34	65,18	72,60	82,43	72,72	77,19	83,09	69,56	75,41
19	N	7 788	15 911	23 699	14 239	21 521	35 760	22 027	37 432	59 459
	T	6 548	9 920	16 468	12 344	14 137	26 481	18 892	24 057	42 949
	%	84,08	62,35	69,49	86,69	65,69	74,05	85,77	64,27	72,23
20 - 24	N	17 067	93 050	110 117	21 691	132 853	154 544	38 758	225 903	264 661
	T	12 101	41 875	53 976	18 977	57 596	76 573	31 078	99 471	130 549
	%	70,90	45,00	49,02	87,49	43,35	49,45	80,18	44,03	49,33
25 - 34	N	15 119	200 463	215 582	5 056	333 162	338 218	20 175	533 625	553 800
	T	6 591	73 724	80 315	2 456	102 647	105 103	9 047	176 371	185 418
	%	43,59	36,78	37,25	48,58	30,81	31,08	44,84	33,05	33,48
35 - 44	N	8 293	164 764	173 057	3 142	291 483	294 625	11 435	456 247	467 682
	T	2 555	45 927	48 482	644	68 870	69 514	3 199	114 797	117 996
	%	30,81	27,87	28,02	20,50	23,63	23,59	27,98	25,16	25,23
45 - 54	N	4 793	110 696	115 489	2 581	225 074	227 655	7 374	335 770	343 144
	T	980	21 954	22 934	393	41 487	41 880	1 373	63 441	64 814
	%	20,45	19,83	19,86	15,23	18,43	18,40	18,62	18,89	18,89
55+	N	56 768	172 675	229 443	94 341	361 793	456 134	151 109	534 468	685 577
	T	5 666	18 985	24 651	10 230	47 333	57 563	15 896	66 318	82 214
	%	9,98	10,99	10,74	10,84	13,08	12,62	10,52	12,41	11,99
TOTAL	N	226 179	899 027	1 125 206	323 433	1 557 202	1 880 635	549 612	2 456 229	3 005 841
	T	115 938	308 962	424 900	163 584	464 644	628 228	279 522	773 606	1 053 128
	%	51,26	34,37	37,76	50,58	29,84	33,41	50,86	31,50	35,04

TABLE 18

THE TOTAL NUMBER WITH STANDARD THREE AND HIGHER: 15 YEARS AND OLDER, ACCORDING TO AREA, HOME LANGUAGE AND SEX

1970		White areas			Black States			Total		
Home language		Males	Females	Total	Males	Females	Total	Males	Females	Total
Xhosa	N	644 900	444 168	1 089 068	419 885	765 272	1 185 157	1 064 785	1 209 440	2 274 225
	T	237 828	203 129	440 957	147 382	311 808	459 190	385 210	514 937	900 147
	%	36,88	45,73	40,49	35,10	40,74	38,75	36,18	42,58	39,58
Zulu	N	612 834	535 105	1 147 939	395 843	693 649	1 089 492	1 008 677	1 228 754	2 237 431
	T	203 789	206 756	410 545	128 205	190 782	318 987	331 994	397 538	729 532
	%	33,25	38,64	35,76	32,39	27,50	29,28	32,91	32,35	32,61
Swazi	N	100 597	104 129	204 726	20 988	32 016	53 004	121 585	136 145	257 730
	T	30 262	29 657	59 919	6 705	6 756	13 461	36 967	36 413	73 380
	%	30,08	28,48	29,27	31,95	21,10	25,40	30,40	26,75	28,47
South Ndebele	N	46 508	48 746	95 254	10 651	15 404	26 055	57 159	64 150	121 309
	T	12 857	11 754	24 611	2 848	2 735	5 583	15 705	14 489	30 194
	%	27,64	24,11	25,84	26,74	17,76	21,43	27,48	22,59	24,89
Sepedi	N	229 020	161 486	390 506	167 776	326 550	494 326	396 796	488 036	884 832
	T	89 619	57 121	146 740	62 840	73 872	136 712	152 459	130 993	283 452
	%	39,13	35,37	37,58	37,45	22,62	27,66	38,42	26,84	32,03
Seshoeshoe	N	321 153	350 388	671 541	27 079	46 061	73 140	348 232	396 449	744 681
	T	128 466	139 260	267 726	11 231	22 837	34 068	139 697	162 097	301 794
	%	40,00	39,74	39,87	41,47	49,58	46,58	40,12	40,89	40,53
Tswana	N	321 993	315 254	637 247	117 490	173 220	290 710	439 483	488 474	927 957
	T	125 146	144 768	269 914	54 281	82 771	137 052	179 427	227 539	406 966
	%	38,87	45,92	42,36	46,20	47,78	47,14	40,83	46,58	43,86
Shangaan	N	102 735	62 178	164 913	63 750	127 894	191 644	166 485	190 072	356 557
	T	31 433	16 923	48 356	21 296	18 947	40 243	52 729	35 870	88 599
	%	30,60	27,22	29,32	33,41	14,81	21,00	31,67	18,87	24,85
Venda	N	47 458	22 985	70 443	38 031	91 468	129 499	85 489	114 453	199 942
	T	15 980	4 673	20 653	15 259	11 292	26 551	31 239	15 965	47 204
	%	33,67	20,33	29,32	40,12	12,35	20,50	36,54	13,95	23,61
North Ndebele	N	32 383	30 271	62 654	13 508	21 813	35 321	45 891	52 084	97 975
	T	9 856	7 639	17 495	5 598	6 576	12 174	15 454	14 215	29 669
	%	30,44	21,06	27,92	41,44	30,15	34,47	33,68	27,29	30,28
Other SA Blacks	N	25 441	22 727	48 168	2 106	2 307	4 413	27 547	25 034	52 581
	T	7 816	8 274	16 090	943	1 075	2 018	8 759	9 349	18 108
	%	30,72	36,41	33,40	44,78	46,60	45,73	31,80	37,35	34,44
TOTAL	N	2 485 022	2 097 437	4 582 459	1 277 107	2 295 654	3 572 761	3 762 129	4 393 091	8 155 220
	T	893 052	829 954	1 723 006	456 588	729 451	1 186 039	1 349 640	1 559 405	2 909 045
	%	35,94	39,57	37,60	35,75	31,78	33,20	35,87	35,50	35,67

THE NUMBER OF ECONOMICALLY ACTIVES WITH STANDARD THREE AND HIGHER: 15 YEARS AND OLDER, ACCORDING TO AREA, HOME LANGUAGE AND SEX

1970		White areas			Black States			Total		
Home language		Males	Females	Total	Males	Females	Total	Males	Females	Total
Xhosa	N	594 961	254 949	849 910	328 088	222 831	550 919	923 049	477 780	1 400 829
	T	213 127	127 956	341 083	97 422	98 354	195 776	310 549	226 310	536 859
	%	35,82	50,19	40,13	29,69	44,14	35,54	33,64	47,37	38,32
Zulu	N	556 725	307 561	864 286	307 778	269 990	577 768	864 503	577 551	1 442 054
	T	175 833	132 261	308 094	91 944	85 750	177 694	267 777	218 011	485 788
	%	31,58	43,00	35,65	29,87	31,76	30,76	30,97	37,75	33,69
Swazi	N	89 312	56 562	145 874	15 858	10 937	26 795	105 170	67 499	172 669
	T	24 950	18 549	43 499	4 121	2 686	6 807	29 071	21 235	50 306
	%	27,94	32,79	29,82	25,99	24,56	25,40	27,64	31,46	29,13
South Ndebele	N	40 971	25 654	66 625	7 641	5 026	12 667	48 612	30 680	79 292
	T	10 442	7 397	17 839	1 733	1 150	2 803	12 175	8 547	20 722
	%	25,48	28,83	26,78	22,68	22,88	22,76	25,05	27,86	26,13
Sepedi	N	211 677	96 766	308 443	115 748	88 878	204 626	327 425	185 644	513 069
	T	79 744	35 213	114 957	34 676	25 223	59 899	114 420	60 436	174 856
	%	37,67	36,39	37,27	29,96	28,38	29,27	34,95	32,55	34,08
Seshoeshoe	N	281 293	195 066	476 359	18 500	12 099	30 599	299 793	207 165	506 958
	T	107 834	82 727	190 561	6 543	6 867	13 410	114 377	89 594	203 971
	%	38,34	42,41	40,00	35,37	56,76	43,82	38,15	43,25	40,23
Tswana	N	292 347	189 788	482 135	82 098	53 292	135 390	374 445	243 080	617 525
	T	108 120	95 640	203 760	33 752	31 590	65 342	141 872	127 230	269 102
	%	36,98	50,39	42,26	41,11	59,28	48,26	37,89	52,34	43,58
Shangaan	N	94 981	30 335	125 316	44 524	41 129	85 653	139 505	71 464	210 969
	T	27 247	8 869	36 116	12 047	6 827	18 874	39 294	15 696	54 990
	%	28,69	29,24	28,82	27,06	16,60	22,04	28,17	21,96	26,07
Venda	N	44 617	10 519	55 136	22 522	26 177	48 699	67 139	36 696	103 835
	T	14 516	2 121	16 637	6 745	3 029	9 774	21 261	5 150	26 411
	%	32,53	20,16	30,17	29,95	11,57	20,07	31,67	14,03	25,44
North Ndebele	N	29 342	18 254	47 596	9 311	7 224	16 535	38 653	25 478	64 131
	T	8 526	5 091	13 617	3 338	2 872	6 210	11 864	7 963	19 827
	%	29,06	27,89	28,61	35,85	39,76	38,25	30,69	31,25	30,92
Other SA Blacks	N	22 617	12 956	35 573	1 606	869	2 475	24 223	13 825	38 048
	T	6 775	5 168	11 943	683	459	1 142	7 458	5 627	13 085
	%	29,96	39,89	33,57	42,53	52,82	46,14	30,79	40,70	34,39
TOTAL	N	2 258 843	1 198 410	3 457 253	953 674	738 452	1 692 126	3 212 517	1 936 862	5 149 379
	T	777 114	520 992	1 298 106	293 004	264 807	557 811	1 070 118	785 799	1 855 917
	%	34,40	43,47	37,55	30,72	35,86	32,97	33,31	40,57	36,04

TABLE 20

THE NUMBER OF NOT ECONOMICALLY ACTIVES WITH STANDARD THREE AND HIGHER: 15 YEARS AND OLDER ACCORDING TO AREA, HOME LANGUAGE AND SEX

1970		White areas			Black States			Total		
Home language		Males	Females	Total	Males	Females	Total	Males	Females	Total
Xhosa	N	49 939	189 219	239 158	91 797	542 441	634 238	141 736	731 660	873 396
	T	24 701	75 173	99 874	49 960	213 454	263 414	74 661	288 627	363 288
	%	49,46	39,73	41,76	54,42	39,35	41,53	52,68	39,45	41,59
Zulu	N	56 109	227 544	283 653	88 065	423 659	511 724	144 174	651 203	795 377
	T	27 956	74 495	102 451	36 261	105 032	141 293	64 217	179 527	243 744
	%	49,82	32,74	36,12	41,18	24,79	27,61	44,54	27,57	30,65
Swazi	N	11 285	47 567	58 852	5 130	21 079	26 209	16 415	68 646	85 061
	T	5 312	11 108	16 420	2 584	4 070	6 654	7 896	15 178	23 074
	%	47,07	23,35	27,90	50,37	19,31	25,39	48,10	22,11	27,13
South Ndebele	N	5 537	23 092	28 629	3 010	10 378	13 388	8 547	33 470	42 017
	T	2 415	4 357	6 772	1 115	1 585	2 700	3 530	5 942	9 472
	%	43,62	18,87	23,65	37,04	15,27	20,17	41,30	17,75	22,54
Sepedi	N	17 343	64 720	82 063	52 028	237 672	289 700	69 371	302 392	371 763
	T	9 875	21 908	31 783	28 164	48 649	76 813	38 039	70 557	108 596
	%	56,94	33,85	38,73	54,14	20,47	26,51	54,84	23,33	29,21
Seshoeshoe	N	39 860	155 322	195 182	8 579	33 962	42 541	48 439	189 284	237 723
	T	20 632	56 533	77 165	4 688	15 970	20 658	25 320	72 503	97 823
	%	51,76	36,40	39,53	54,65	47,02	48,56	52,27	38,30	41,15
Tswana	N	29 646	125 466	155 112	35 392	119 928	155 320	65 038	245 394	310 432
	T	17 026	49 128	66 154	20 529	51 181	71 710	37 555	100 309	137 864
	%	57,43	39,16	42,65	58,00	42,68	46,17	57,74	40,88	44,41
Shangaan	N	7 754	31 843	39 597	19 226	86 765	105 991	26 980	118 608	145 588
	T	4 186	8 054	12 240	9 249	12 120	21 369	13 435	20 174	33 609
	%	53,99	25,29	30,91	48,11	13,97	20,16	49,80	17,01	23,09
Venda	N	2 841	12 466	15 307	15 509	65 291	80 800	18 350	77 757	96 107
	T	1 464	2 552	4 016	8 514	8 263	16 777	9 978	10 815	29 793
	%	51,53	20,47	26,24	54,90	12,66	20,76	54,38	13,91	21,64
North Ndebele	N	3 041	12 017	15 058	4 197	14 589	18 786	7 238	26 606	33 844
	T	1 330	2 548	3 878	2 260	3 704	5 964	3 590	6 252	9 842
	%	43,74	21,20	25,75	53,85	25,39	31,75	49,60	23,50	29,08
Other SA Blacks	N	2 824	9 771	12 595	500	1 438	1 938	3 324	11 209	14 533
	T	1 041	3 106	4 147	260	616	876	1 301	3 722	5 023
	%	36,86	31,79	32,93	52,00	42,84	45,20	39,14	33,21	34,56
TOTAL	N	226 179	899 027	1 125 206	323 433	1 557 202	1 880 635	549 612	2 456 229	3 005 841
	T	115 938	308 962	424 900	163 584	464 644	628 228	279 522	773 606	1 053 128
	%	51,26	34,37	37,76	50,58	29,84	33,41	50,86	31,50	35,04

TABLE 21

COMPARISONS BETWEEN LITERACY AND SCHOOL QUALIFICATIONS (STANDARD 3 AND HIGHER) ACCORDING TO SEX AND AGE FOR THE YEARS 1960 AND 1970

1960		Males		Females		Total	
Age		Literacy	Std 3 and higher	Literacy	Std 3 and higher	Literacy	Std 3 and higher
15 - 24	N	986 655	997 019	974 707	986 130	1 961 362	1 983 149
	T	470 182	310 293	520 014	378 279	990 196	688 572
	%	47,65	31,12	53,35	38,36	50,49	34,72
25+	N	2 205 378	2 234 131	2 101 843	2 140 390	4 307 221	4 374 521
	T	830 446	457 248	705 380	462 196	1 535 826	919 444
	%	37,66	20,46	33,56	21,59	35,66	21,02
Unspecified	N	5 319	6 822	4 356	5 071	9 675	11 893
	T	2 119	1 101	1 482	781	3 601	1 882
	%	39,84	16,14	34,02	15,40	37,22	15,82
TOTAL	N	3 197 352	3 237 972	3 080 906	3 131 591	6 278 258	6 369 563
	T	1 302 747	768 642	1 226 875	841 256	2 529 623	1 609 898
	%	40,74	23,74	39,82	26,86	40,29	25,27

1970		Males		Females		Total	
Age		Literacy	Std 3 and higher	Literacy	Std 3 and higher	Literacy	Std 3 and higher
15 - 24	N	1 269 968	1 268 119	1 464 078	1 462 686	2 734 046	2 730 805
	T	818 651	595 991	948 574	719 369	1 767 225	1 315 360
	%	64,46	47,00	64,79	49,18	64,64	48,17
25+	N	2 503 299	2 494 010	2 938 432	2 930 405	5 441 731	5 424 415
	T	1 142 380	753 649	1 184 611	840 036	2 326 991	1 593 685
	%	45,63	30,22	40,31	28,67	42,76	29,38
TOTAL	N	3 773 267	3 762 129	4 402 510	4 393 091	8 175 777	8 155 220
	T	1 961 031	1 349 640	2 133 185	1 559 405	4 094 216	2 909 045
	%	51,97	35,87	48,45	35,50	50,08	35,67

TABLE 22

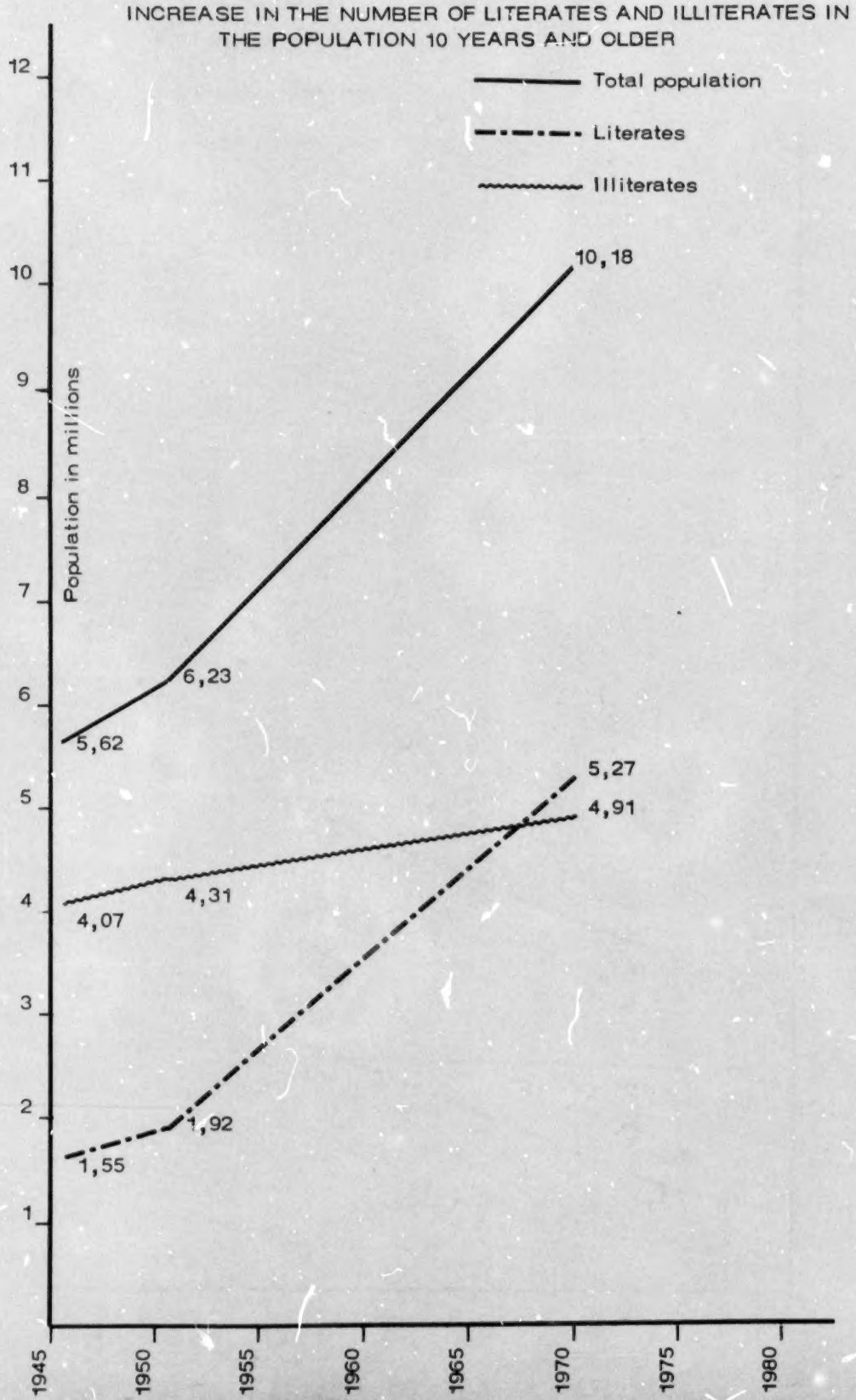
COMPARISONS BETWEEN LITERACY AND SCHOOL QUALIFICATIONS (STANDARD 3 AND HIGHER) ACCORDING TO SEX AND AGE

1970		Literacy			Std 3 and higher			Difference		
Age		Males	Females	Total	Males	Females	Total	Males	Females	Total
15 - 19	N	739 563	809 404	1 548 967	738 916	808 848	1 547 764			
	T	486 817	544 092	1 030 909	344 818	408 087	752 905			
	%	65,82	67,22	66,55	46,67	50,45	48,68	18,15	16,77	17,87
20 - 24	N	530 405	654 674	1 185 079	529 203	653 838	1 183 041			
	T	331 834	404 482	736 316	251 173	311 282	562 455			
	%	62,56	61,78	62,13	47,46	47,61	47,54	15,10	14,17	14,59
25 - 34	N	849 594	1 034 665	1 884 259	847 032	1 032 632	1 879 664			
	T	475 775	542 275	1 018 050	345 942	407 086	753 028			
	%	56,00	52,41	54,03	40,84	39,42	40,06	15,16	12,99	13,97
35 - 44	N	666 717	759 219	1 425 936	664 258	757 079	1 421 337			
	T	320 519	327 680	648 199	213 710	232 313	446 023			
	%	48,07	43,16	44,20	32,17	30,69	31,38	15,90	12,47	12,82
45 - 54	N	485 534	516 818	1 002 352	483 259	515 078	998 337			
	T	195 571	175 951	371 522	116 794	115 567	232 361			
	%	40,28	34,05	37,07	24,17	22,44	23,27	16,11	11,61	13,80
55+	N	501 454	627 730	1 129 184	499 461	625 616	1 125 077			
	T	150 515	138 705	289 220	77 203	85 070	162 273			
	%	30,02	22,10	25,61	15,46	13,60	14,42	14,56	8,50	11,19
TOTAL	N	3 773 267	4 402 510	8 175 777	3 762 129	4 393 091	8 155 220			
	T	1 961 031	2 133 185	4 094 216	1 349 640	1 559 405	2 909 045			
	%	51,97	48,45	50,08	35,87	35,50	35,67	16,10	12,95	14,41

APPENDIX - GRAPHS

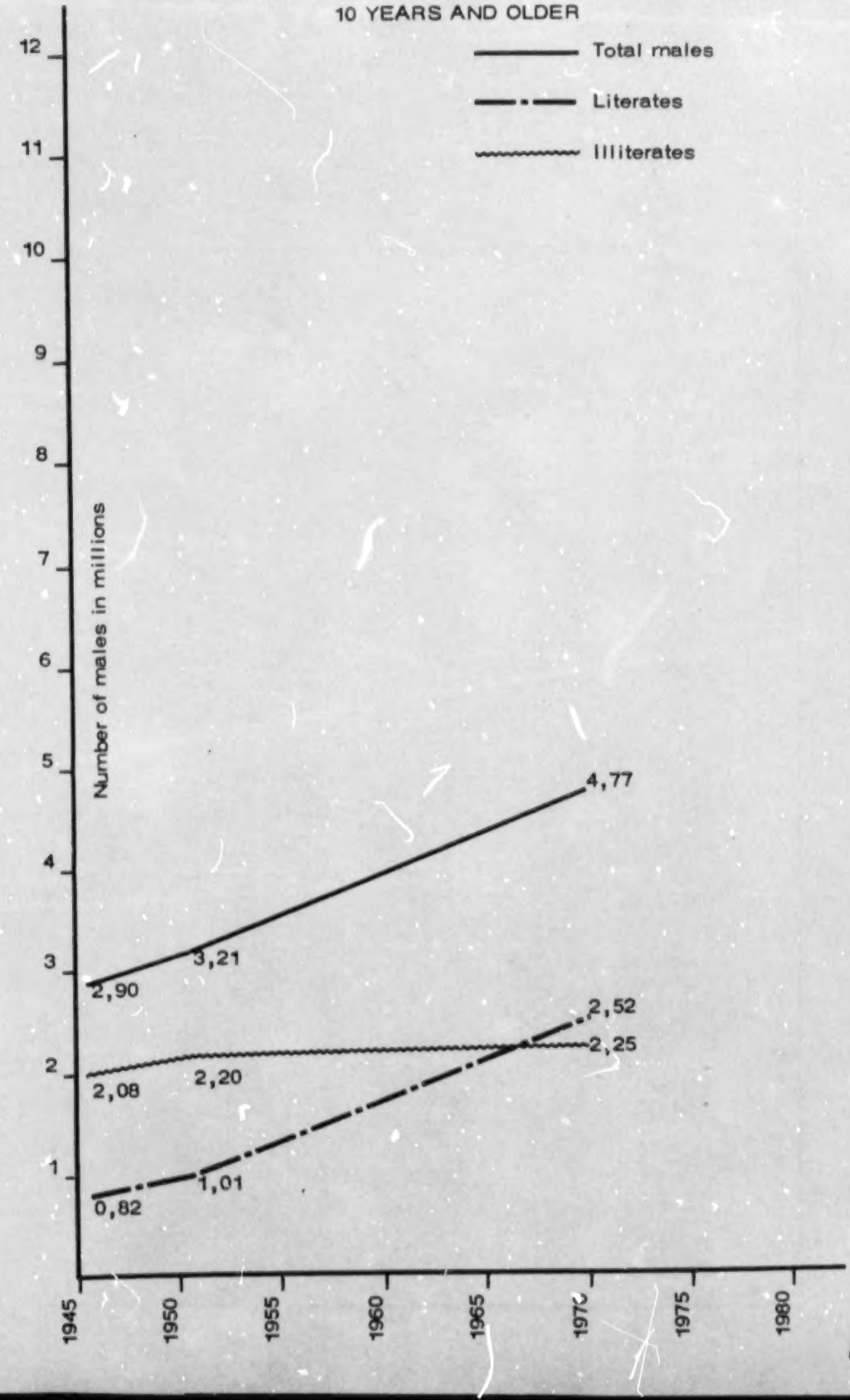
GRAPH 1

INCREASE IN THE NUMBER OF LITERATES AND ILLITERATES IN THE POPULATION 10 YEARS AND OLDER



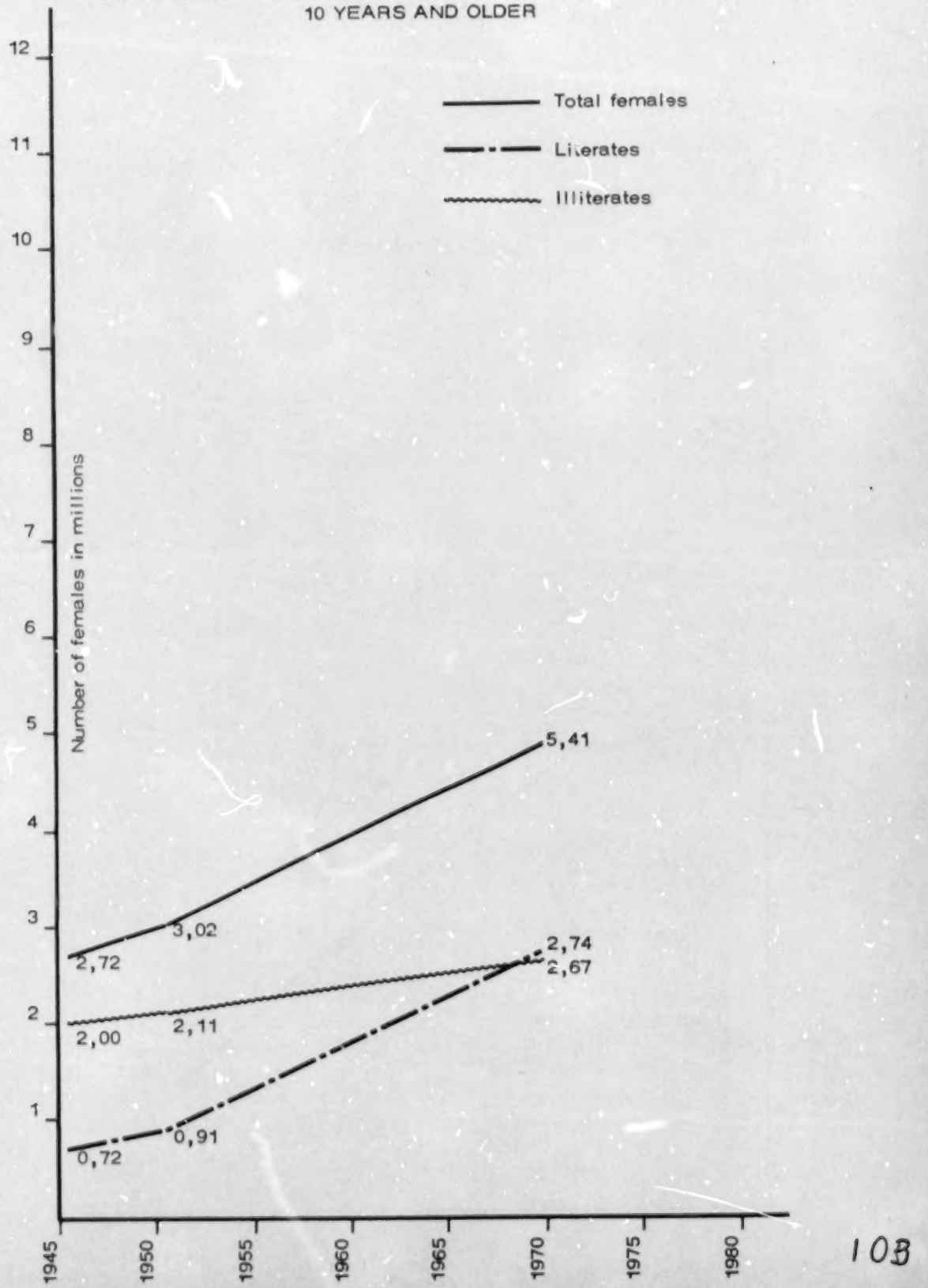
GRAPH 2

INCREASE IN THE NUMBER OF LITERATE AND ILLITERATE MALES
10 YEARS AND OLDER



GRAPH 3

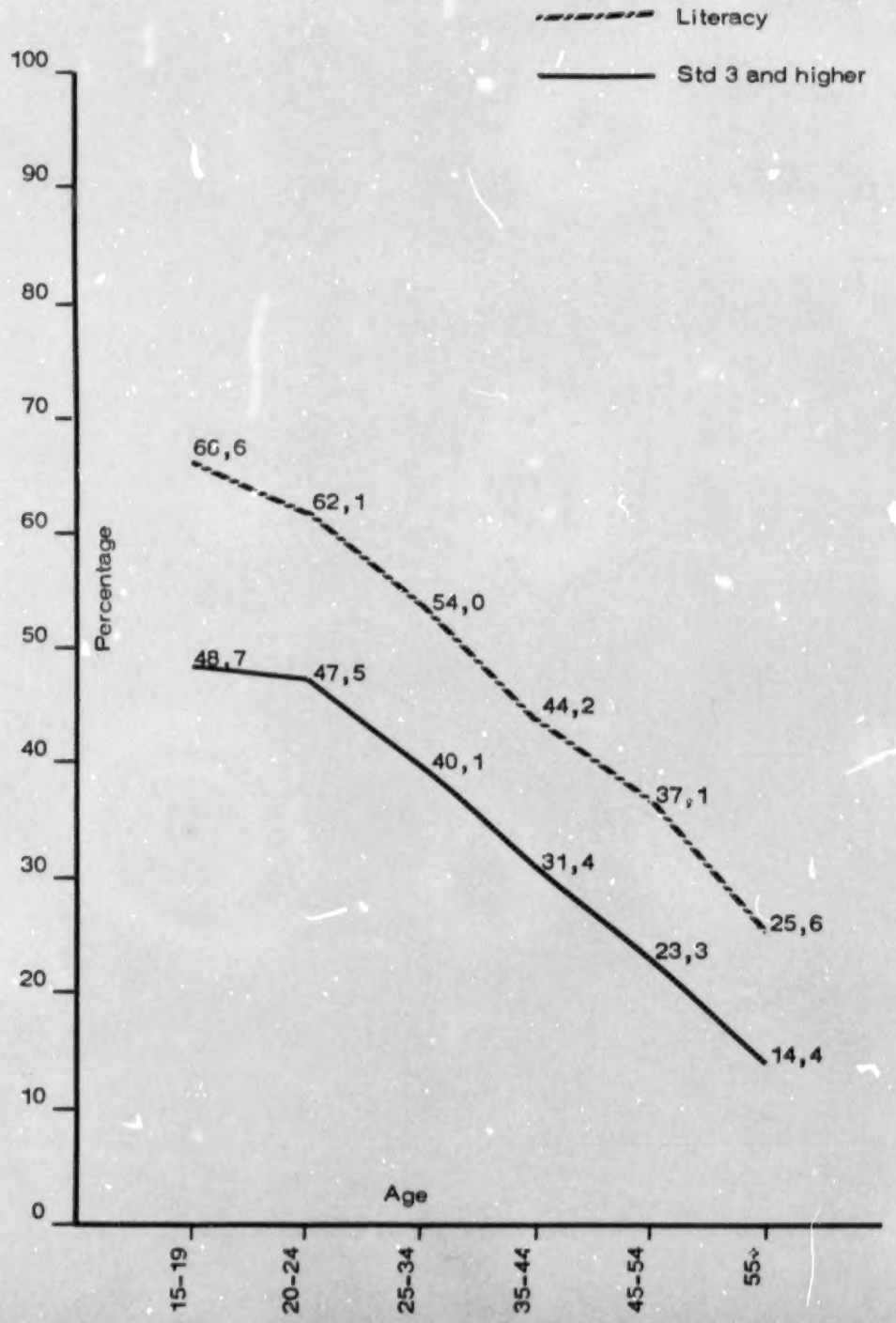
INCREASE IN THE NUMBER OF LITERATE AND ILLITERATE FEMALES
10 YEARS AND OLDER



GRAPH 4

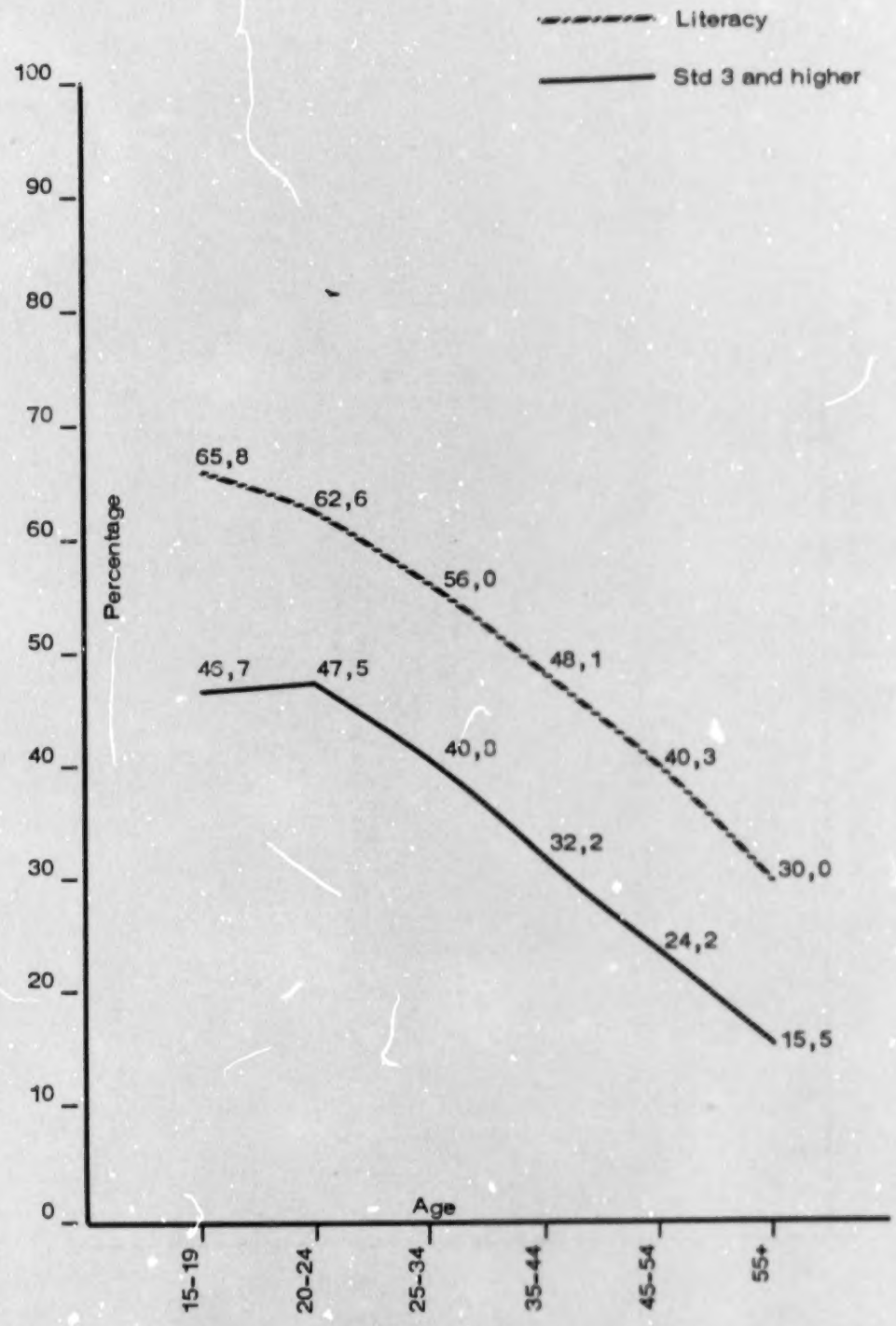
A COMPARISON BETWEEN LITERACY AND STD 3 AND HIGHER
(TOTAL POPULATION 15 YEARS AND OLDER)

1970



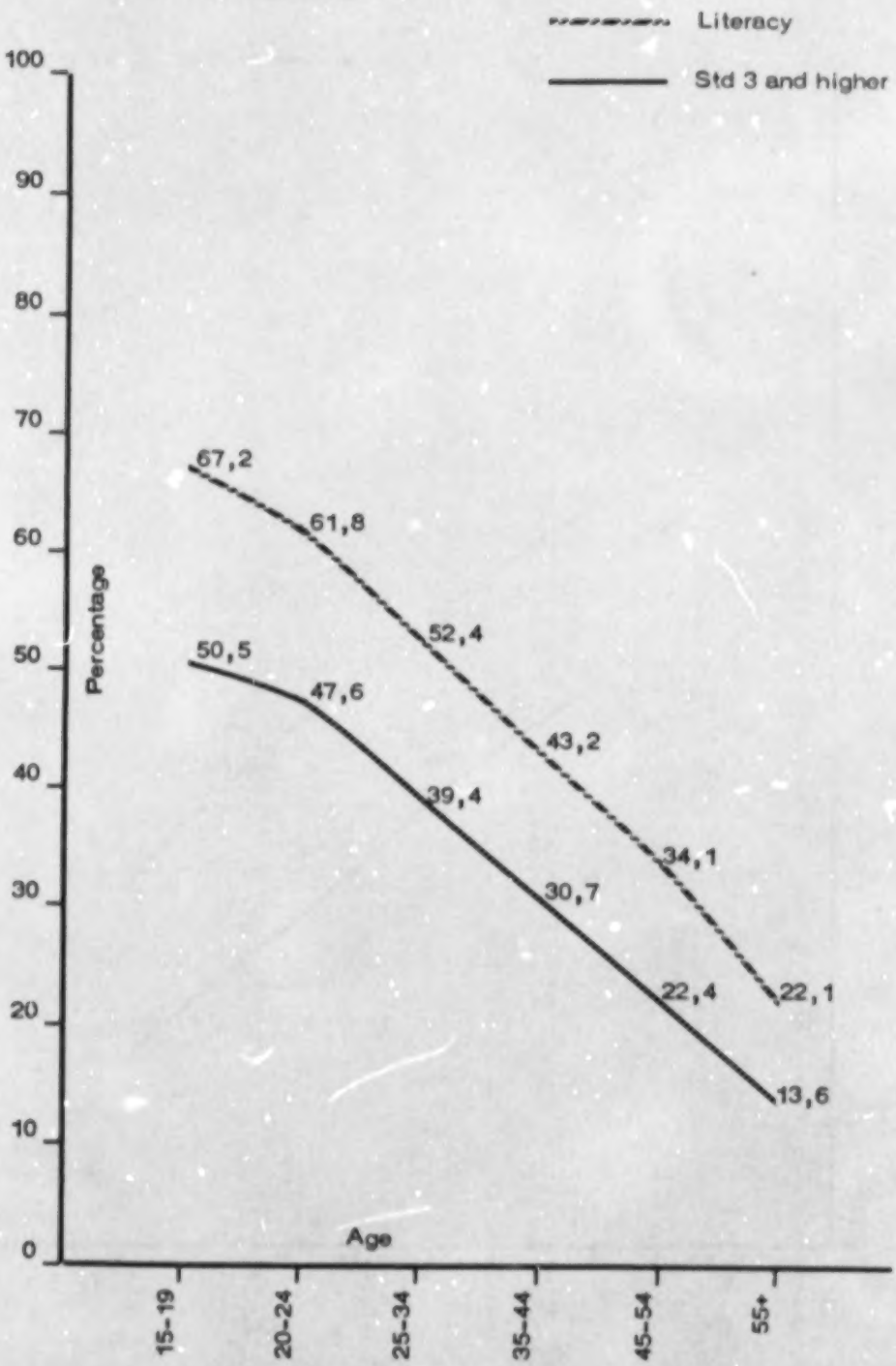
GRAPH 5

A COMPARISON BETWEEN LITERACY AND STD 3 AND HIGHER
(MALES 15 YEARS AND OLDER)
1970



GRAPH 6

A COMPARISON BETWEEN LITERACY AND STD 3 AND HIGHER
(FEMALES 15 YEARS AND OLDER)
1970



HSRC PUBLICATION LIST

A complete list of HSRC publications or a list of publications of a particular institute of the HSRC can be obtained from the President of the Council.

HUMAN SCIENCES RESEARCH COUNCIL
RAAD VIR GEESTESWETENSKAPLIKE NAVORSING

President	Dr. J.G. Garbers	President
Vice-Presidents	Dr. J.D. Venter, Dr. A.J. van Rooy and/en Dr. P. Smit	Vise-presidente
Secretary-Treasurer	J.G.G. Gräbe	Sekretaris-tesourier
Chief PRO	Dr. M.J. Bekker	Skakelhoof

Functions of the HSRC

The HSRC undertakes, promotes, supports and co-ordinates research in the field of the human sciences. It also determines research priorities, disseminates the findings of human sciences research, evalustes the implementation of research findings, stimulates the training of research manpower, places the full spectrum of human sciences disciplines at the service of the inhabitants of the RSA and promotes science in general.

Funksies van die RGN

Die RGN onderneem, bevorder, ondersteun en koördineer navorsing op die gebied van die geesteswetenskappe, bepaal navorsingsprioriteite, versprei die resultate van geesteswetenskaplike navorsing, evalueer die implementering van die resultate van navorsing, stimuleer die opleiding van navorsingsmannekrag, stel die volle spektrum van dissiplines in die geesteswetenskappe ten diens van die inwoners van die RSA en bevorder die wetenskap in die breë.

Institutes

Institute for Communication Research (ICOMM)

Institute for Educational Research (IER)

Institute for Historical Research (IHR)

Institute for Manpower Research (IMAN)

Institute for Psychological and Edumetric Research (IPER)

Institute for Research Development (IRD)

Institute for Research into Language and the Arts (IRLA)

Institute for Sociological and Demographic Research (ISODEM)

Institute for Statistical Research (ISR)

Bureau for Research Support Services (BRSS)

Administration

Institute

Instituut vir Geskiedenisnavorsing (IGN)

Instituut vir Kommunikasienavorsing (IKOMM)

Instituut vir Mannekragnavorsing (IMAN)

Instituut vir Navorsingsontwikkeling (INO)

Instituut vir Opvoedkundige Navorsing (ION)

Instituut vir Psigologiese en Edumetriese Navorsing (IPEN)

Instituut vir Sosiologiese en Demografiese Navorsing (ISODEM)

Instituut vir Statistiese Navorsing (ISN)

Instituut vir Taal- en Kunstenavorsing (INTAK)

Buro vir Ondersteunende Navorsingsdienste (BOND)

Administrasie

Head office

Private Bag X41, Pretoria 0001
Republic of South Africa
Telegrams RAGEN
Tel. (012) 28-3944
Telex 3-0893

Hoofkantoor

Privaatsak X41, Pretoria 0001
Republiek van Suid-Afrika
Telegramme RAGEN
Tel. (012) 28-3944
Teleks 3-0893

Regional offices

Windhoek, P.O. Box 23050, Windhoek 9100
Tel. (061) 3-1233

Western Cape, Private Bag 40, Parow 7530
Tel. (021) 92-1026

Natal, P.O. Box 508, Durban 4000
Tel. (031) 31-6926

Streekkantore

Windhoek, Posbus 23050, Windhoek 9100
Tel. (061) 3-1233

Wes-Kaap, Privaatsak 40, Parow 7530
Tel. (021) 92-1026

Natal, Posbus 508, Durban 4000
Tel. (031) 31-6926